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THE

NORTHERN ILLINOIS STATE NORMAL SCHOOL QUARTERLY

DE KALB, ILLINOIS

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE.

Volume VII **AUGUST, 1909** **No. 1.**

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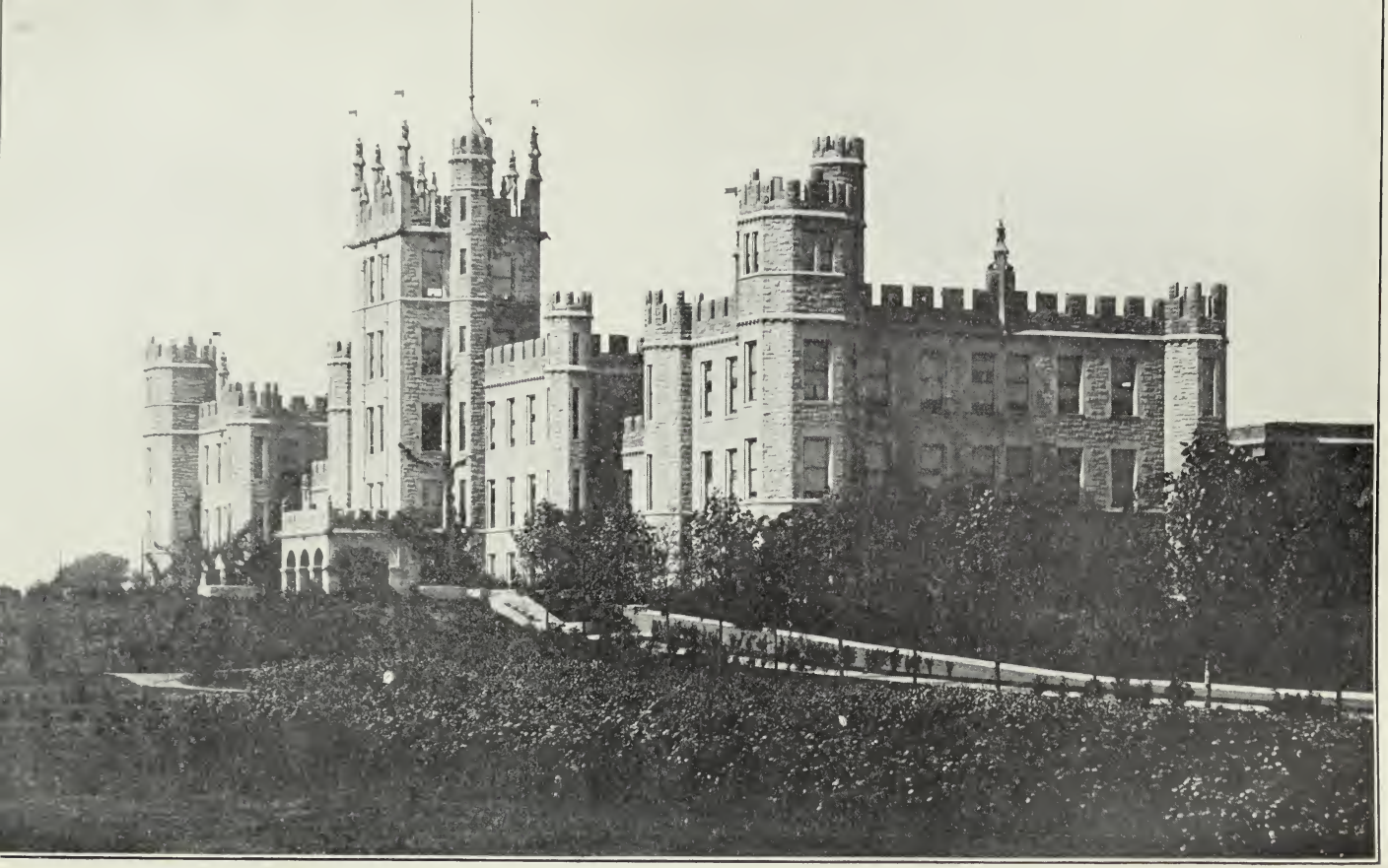

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Volume VII AUGUST, 1909 No. 1.

ANNOUNCEMENTS

COURSES OF STUDY

NAMES OF FACULTY, STUDENTS

AND ALUMNI

1908-9

TENTH YEAR

Ending August 6, 1909

CALENDAR FOR 1909-1910

FALL TERM

Monday, September 13, Enrollment and Assignment of Work.
Tuesday, September 14.....Recitations begin at 8:30, A. M.
Thursday, December 23.....Term closes at 3:05 P. M.

WINTER TERM

Monday, January 3. ..Enrollment and Assignment of Work.
Tuesday, January 4. .....Recitations begin at 8:30 A. M.
Friday, March 25.....Term closes at Noon

SPRING TERM

Monday, April 4.....Enrollment and Assignment of Work.
Tuesday, April 5.....Recitations begin at 8:30, A. M.
Wednesday, June 22.....Term closes at Noon.
Thursday, June 23....Annual Commencement at 9:30, A. M.

SUMMER TERM

Monday, June 27..Term of Six Weeks Opens at 8:45, A. M.
School Year of 1910-1011 opens September 12.

BOARD OF TRUSTEES

HON. ADAMS A. GOODRICH, President, The Rookery, Chicago
J. J. MCLALLEN, Secretary.....Aurora
HON. FRANCIS G. BLAIR, Superintendent of Public Instruction and member ex-officio.....Springfield
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FACULTY

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Director of Training Department and Teacher of School Management.

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ANNA PARMELEE,
Assistant of Mathematics,

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Professor of Literature.

MABEL JANET DEWEY, B. S.
Assistant in Literature.

JENNIE E. FARLEY,
Professor of Reading and Elocution

MARION WELLER, A. B.,
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Professor of Domestic Science.

SAMUEL J. VAUGHN, A. B.,
Professor of Manual Training.

JESSICA FOSTER,
Teacher of Physical Training

EDITH S. PATTEN, Ph. B.,
Critic Teacher Grammar Grades, Normal Building.

ADDIE L. McLEAN,
Critic Teacher Intermediate Grades, Normal Building.

MRS. LIDA B. McMURRY.
Critic Teacher Primary Grades, Normal Building.

BESSIE M. COOPER,
Assistant in Primary Grades, Normal Building,

WARREN JONES, A.B.,
Principal and Critic Teacher Eighth Grade, Glidden School.

CARRIE B. EDMONDSON,
Critic Teacher Seventh Grade. Glidden School.

TILLIE C. BAIE,
Critic Teacher Sixth Grade, Glidden School.

BERTHA HUNTSMAN,
Critic Teacher Fifth Grade, Glidden School.

EDNA TAZEWELL,
Critic Teacher Fourth Grade, Glidden School.

MARY FITCH,
Critic Teacher Third Grade, Glidden School.

FACULTY—*Continued.*

LEONORA DOWDALL,
Critic Teacher Second Grade, Glidden School.

E. LOUISE ADAMS,
Critic Teacher First Grade, Glidden School.

MADELEINE WADE MILNER,
Librarian.

JOSEPHINE MARIE JANDELL,
Assistant Librarian.

LYNDETH C. LUND,
Clerk.

EDITH M. McLAUGHLIN,
Primary Work, Summer School.

VIRGINIA LEE HART,
Drawing, Summer School.

HELEN F. HERRICK,
Library Assistant, Summer School.

GEORGE W. SHOOP,
Superintendent of Building.

FRANK K. BALTHIS,
Gardener.

JAMES A. CLARK,
Engineer and Electrician.

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists for the exclusive purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of ten thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Northern Illinois. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room. an excellent shop for manual training, a school garden, a greenhouse, domestic science rooms, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds, nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, a grand stand with baths, and a lake suitable for boating.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted to the three-year course without examination.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuitions for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a five-year course upon presentation of their certificates of graduation.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity and are within a few minutes' walk of the school.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at $4.50 to $4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY

Seven courses of study are offered; a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others of similar preparation, a four-year course for those desiring

a more liberal training, a five-year course for graduates of country schools desiring to become teachers, a four-year course for winners in the township competitive examinations, and an advanced course for the degree of Bachelor of Pedagogy.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Training School. At least twelve credits will be required, not less than two of which must be teaching credits.

TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden School. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curric-

ulum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than twelve thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at moderate expense into ordinary schools.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.
5. The Glidden Basket Ball Team.
6. The Foot Ball Team.
7. The Base Ball Team.
8. The Treble Clef Society.
9. The Patriots.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and managed by a board of directors selected by the student body.

"THE NORTHER."

"The Norther" is published once a year by the Senior class.

COURSES OF STUDY.

ONE YEAR COURSE.

Ten term credits, five hours a week, and one term of half-day teaching and room charge in the training school are required. The particular subjects to be pursued will be determined for each candidate after a personal conference.

THE TWO-YEAR COURSE.

I.	II.	III.
Geography.....4	Reading.....4	Grammar.....4
Drawing.....1—5	Drawing.....1—5	Drawing.....1—5
Biology.....4	Biology.....4	Biology.....4
Drawing.....1—5	Drawing.....1—5	Drawing.....1—5
Arithmetic.....4	History.....4	History.....4
Music.....1—5	Music.....1—5	Music.....1—5
Psychology.....4	Psychology.....4	Psychology.....4
Music.....1—5	Music.....1—5	Music.....1—5
Physical Training.....2	Physical Training..2 Themes.....1	Physical Training..2

IV.	V.	VI.
Teaching or 2 electives.....10	Teaching or 2 electives.....10	Teaching or 2 electives.....10
Physics.....5	Algebra.....5	Geometry.....5
Literature.....4	History of Education.....4	History of Education.....4
School Manag't.1—5	School Manag't....1—5	School Manag't....1—5
Themes.....1		

THE THREE-YEAR COURSE.

I.	II.	III.
Reading.....5	Meteorology.....5	Pedagogy.....4
History.....5	Arithmetic.....5	Drawing.....1—5
Grammar.....4	Geography.....4	Geography.....4
Drawing .....1—5	Drawing.....1—5	Music.....1—5
Arithmetic.....4	Grammar.....4	Algebra.....4
Drawing.....1—5	Drawing.....1—5	Drawing.....1—5
Music.....2	Music.....2	Nature Study.....4
Physical Training.....2—4	Physical Training..2—4	Music.....1—5
	Themes 1	Physical Training..2
		Themes.....1

IV.	V.	VI.
Algebra or Latin 5	Geometry..... 5	Geometry or Latin 5
Ancient History 5	Latin or Literature..... 5	Literature..... 5
Psychology.....4	Psychology.....4	Psychology 4
Drawing.... ...1—5	Drawing.....1—5	Drawing. .....1—5
Biology.....4	Biology.....4	Biology..... 4
Drawing ... .1—5	Drawing.....1—5	Drawing.....1—5
Themes.....1	Themes..... 1	

VII.	VIII.	IX.
Teaching or 2 electives..... 10	Teaching or 2 electives..... 10	Teaching or 2 electives..... 10
Physics..... 5	Chemistry 5	Physical Geog..... 5
Rhetoric.....4	Civics..... 4	History of Education.....4
School Manag't.1—5	School Manag't.1—5	School Manag't ...1—5

ELECTIVES AND SUBSTITUTIONS.

Substitutions for some of the studies may be made. In such cases evidence that such studies have been pursued elsewhere should be submitted.

ELECTIVES. Fall Term.	ELECTIVES. Winter Term.	ELECTIVES. Spring Term.
Latin.....5	Latin.....5	Latin.....5
German.....5	German.....5	German.....5
Literature.....5	Literature.....5	Literature.....5
Sociology.....5	Sociology.....5	Sociology.....5
Ethics.....5	Ethics.....5	Oratory.....5
Oratory.....5	Astronomy.....5	Drawing.....5
Drawing.....5	Drawing.....5	Physiography.....5
Logic.....5	Civics.....5	Political Economy....5
English History.....5	History of Education.....4	Geology.....5
Advanced Nature Study.....5	Rhetoric.....5	Advanced Nature Study and Agriculture.....5
	History of Illinois..5	
	Chemistry.....5	Philosophy of Education.....5
	Advanced Nature Study.....5	

FOUR-YEAR CLASSICAL COURSE.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin Grammar and Reader.....5	Latin Grammar and Easy Reading.....5	Caesar and Composition.....5
Geography.....4	English Grammar..4	Pedagogy.....4
History.....5	Arithmetic.....5	Algebra.....4
Arithmetic.....4	Reading.....5	Biology.....4
Music.....2	Music.....2	Music.....2

SECOND YEAR.

First Term.	Second Term.	Third Term.
Caesar and Composition.....5	Caesar.....5	Cicero and Compos'n..5
Algebra.....5	Biology.....4	Literature.....5
Biology.....4	Geometry.....5	Biology.....4
History.....5	Literature.....5	Geometry.....5
Drawing.....2	Drawing.....2	Drawing.....2

THIRD YEAR.

First Term.	Second Term.	Third Term.
Cicero and Composition.....5	Ovid.....5	Vergil.....5
Rhetoric.....4	German or Greek..5	German or Greek.....5
German or Greek...5	Psychology.....4	Psychology.....4
Psychology.....4	Civics or Political Economy.....4	Literature or Physical Geography.....5
Drawing.....2	Drawing.....2	Drawing.....2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Vergil or Physics...5	German or Greek....5	History of Education.....4
German or Greek....5	Livy or Physics.....5	German or Greek or Chemistry 5
Teaching.....10	Teaching.....10	School Management..1
School Managem't...1	School Managem't..1	Teaching.....10

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required. When in charge of room only two studies are required.

SPECIAL STUDENTS.

Persons desiring special work can be accommodated if sufficiently prepared to take such studies profitably. Selections can be made from the following courses and from the work of the regular courses. Teachers of experience who desire to fit themselves for better positions are especially invited to correspond with the president with reference to the facilities offered here for superior disciplines.

FOUR-YEAR COURSE FOR EIGHTH-GRADE GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that

where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May of each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants, with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

In the portions of the state not so generously supplied with high schools as in Northern Illinois many have taken advantage of this law. In the territory mainly furnishing the pupils for the Northern Illinois State Normal School there is a high school within comparatively easy reach of every home. There are many young people, however, who have finished the rural schools, or the eighth grade of town schools, who prefer to go to the Normal School rather than to the nearest high school. Since provision must be made for the Lindly Scholarship pupils it has been decided to admit others of similar qualifications to the following courses of study if they are of sufficient maturity to take them profitably. A term fee of two dollars is the only charge for instruction and for ordinary school supplies.

It will be observed that these courses are purely academic. Upon their completion a diploma will be awarded which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of either of these courses will be admitted to the Three-Year Course for the preparation of teachers. Those finishing either of the entire courses will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in these courses will be admitted to all of the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment. Its various features

are detailed in the annual catalogue which will be sent free upon application.

General Course

First Year

Fall Term	Winter Term	Spring Term
Arithmetic 4	Arithmetic 5	Bookeeping 5
Nature study 4	English:	Agriculture 4
or Latin 5	Grammar 3	or Latin 5
English:	Compos. 2	English:
Grammar 3	Reading 5 (6 wks.)	Grammar 3
Compos. 2	Geography 5 (6 wks.)	Compos. 2
Reading 4	El. Physics 4	Geography 5
Spelling 1	or Latin 5	Spelling 1
Shop 2	Spelling 1	Shop 2
Drawing 2	Shop 2	Drawing 2
Writing 2	Drawing 2	

Second Year

Fall Term	Winter Term	Spring Term
Algebra 5	Algebra 5	Algebra 5
Zoölogy 5	Physiol. 5	Botany 5
or Foods 5	English:	English:
English:	Rhet. 3	Rhet. 3
Liter. 3	Compos. 2	Compos. 2
Compos. 2	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to the Three-Year Course of the Normal department without examination.

Third Year

Fall Term	Winter Term	Spring Term
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod.	Mod. Hist. 5
Literature 5	Hist. 5	Literature 5
or Latin 5	English 5	or Latin 5
Drawing 2	or Latin 5	Drawing 2
	Drawing 2	

FOURTH YEAR

Fall Term	Winter Term	Spring Term
*Chemistry 5	*Chemistry 5 (6 weeks)	Phys. Geog. 5
Civics 5	Phy. Geog. 5 (6 weeks)	*Economics 5
Com. Arithmetic 5	Civics 5 (6 weeks)	*Sociology 5
*Geology 5	*Economics 5 (6 weeks)	*Astronomy 5
Drawing 2 or Man. Tr. 2	*Com. Geog. 5	

ELECTIVES

Fall Term	Winter Term	Spring Term
Literature 5	Literature 5	Agriculture 5
Latin 5	Latin 5	Rhetoric 5
Am. History 5	Am. Hist. 5	Latin 5
†Man. Tr. 10	†Man. Tr. 10	Pub. Spk'g. 5
†Domestic Art 10	†Foods 10	†Sanitation 10
Meteorology 5	Agriculture 5	Solid Geom.
Agriculture 5		
Ad. Reading 5		

The two-hour minors will require not more than one-half hour of preparation.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

By a recent act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.
2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.
3. Graduates of colleges whose graduates are admitted to the graduate schools of the Uuiversity of Illinois, University of Chicago

*The subjects of the Fourth Year that are marked with a star are suggested and not required. Their equivalents may be selected from the elective list.

†Subjects that require ten hours a week demand no preparation outside of the class.

or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.

4. The requirements for each year's work in graduate study shall consist of four courses each a year in length five hours a week.
5. Normal school graduate candidates for a degree shall be permitted to take three of the eight courses in absence provided that the courses be taken under the direction of the faculty of the Normal School and that the final examination be taken at the Normal School directing these courses.
6. The work done by the Normal School graduates in approved colleges, as defined in Rule III, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

In pursuance of the above plan this institution will offer the following courses leading toward the degree. The courses to be offered for the year 1909-10 will be determined by the wishes of those making application for the degree. Such application should be made before the 1st of September, 1909.

1. LITERATURE.

First year:

1. Ballad and Epic Poetry. Fall Term.

Studies in the early English Ballads, the developed folk epic, the modern art epic, and minor forms of narrative poetry.

2. Lyric and Dramatic Poetry and the Dramatic Monologue. Winter Term.

The earlier and later English song writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. The Essay, the Short Story, and the Novel. Spring Term.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

Second Year:

4. Nineteenth Century Poetry. Fall Term.

From Wordsworth and the later romantic writers to Arnold.

5. American Poetry. Winter Term.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier and later minor writers.

6. Literature for Children. (Optional with Course 7). Spring Term.

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible

story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. The Teaching of Literature. (Optional with course 6). Spring Term.

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE YEAR.

1. Advanced Rhetoric. Fall Term.
2. Composition. Winter Term.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Composition. Spring Term.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING.

The following course is designed to prepare for the teaching of manual training in elementary schools. The general plan of dealing with each of the forms of hand work is the same as that outlined in regular courses. In the courses there, however, it is possible to give only an insight into these forms of hand work and their relation to the work of the grades. In this course such an exhaustive treatment of each form of the manual arts will be given as is required for the preparation of special teachers.

FIRST YEAR.

Prerequisite: One year free-hand drawing.

Pottery and Bookbinding ....First Term.
Metal Work—Weaving.... .....Second Term.
Joinery.....Third Term.

SECOND YEAR.

Mechanical Drawing and Cabinet Making...First and Second Terms.
Mechanical Drawing and Wood Turning.....Third Term.

During the first year, and parallel with the work outlined above, consideration will be given to the following topics:

a. The relation of these forms of hand work to such large types of work in the grades as: primitive life, home life, transportation, coal mining, and other typical industries.
b. The organization of the work so as to develop insight into imporant crafts and outgrowing industries.

During the second year similar consideration will deal with the course of study and closely related topics:

a. A basis for a course of study in the manual arts.
   1. The sociological aspects of manual training as determining the aim and forms of work selected.
   2. The psychological aspect as determining the specific problems and the method of presenting them.
b. The working out of courses of study suited to different school conditions.
c. Forms of equipment.
d. Cost of equipment and maintenance.

Two periods of teaching per week throughout the year will be required. As the work is all to be done in the shop ten periods a week are required for a credit.

4. LATIN.

FIFTH YEAR.

The year's work will cover: (a) Selections from Horace's Odes, Satires, and Epistles with special attention to prosody; (b) Roman literature with reading of selections from representative authors.

SIXTH YEAR.

Direct preparation for teaching secondary Latin with systematic review of the grammar covering the forms and points of syntax of the first year's work. This will take the form of intensive study of the grammar and extensive writing of prose, together with memorizing of phrases and sentences. Practice will be given in asking and answering questions in Latin as is done in teaching the modern languages.

The work in Cæsar, Cicero and Vergil will consist of the intensive study of selected portions of the work of each author, as for example: The war with the Helvetii, the first Oration against Catiline, and Book I, lines 1 to 494 of Vergil. In going over these, history, mythology and life in Roman times will be discussed. Obscure passages will be worked out and a start made along the lines which the teacher should follow. At some time during the year there will be given a short discussion of the status of Latin, its justification, and importance in education.

Course 4 will be open to any person intending to teach Latin who has finished Course 3 in the classical Course, or its equivalent. The student will be required to observe the teaching done in the undergraduate work and from time to time to take charge of the various classes.

5. GERMAN.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays of each author

will be read and discussed. These will be selected from the following: Die Braut von Messina, Wallenstein, Maria Stuart, Die Jungfrau von Orleans, Egmont, Iphigenie auf Tauris, Torquato Tasso. In this course some careful translation, both written and oral, will be done but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's Die Harzreise, and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and Wilhelm Tell. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in Tell will cover the historical setting, careful rendering of difficult passages and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION—ONE YEAR.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. Phonics; articulation; pronunciation. Breath control, Relaxation and bodily control. Concentration. Imagination in relation to expression. Study of selections containing vivid imagery.

II. Bodily responsiveness. Development of control and quality of voice through imagination. Directness. Simplicity. Studies in formulation, discrimination, emotion and volition. Selections from standard authors.

III. Pantomime and gesture. Art principles of literary interpretation. Voice, diction, melody, phrasing, pause, rhythm, gesture, in relation to development of dramatic imagination and emotional power. Public recitals.

IV. The Drama.—Forms of the dramatic. Character studies. Dramatization of stories. The monologue. Presentation of scenes from good modern plays. Stage deportment.

V. The Drama.—Further study of principles of dramatic art. Comparison of Shakespeare and Greek drama. Management of plays. Presentation of one Shakespearean tragedy and one comedy.

VI. Public Speaking.—Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Two carefully prepared orations to be delivered before the school.

During this course opportunities will be given for the conduct of classes and the coaching of plays under personal supervision.

7. PHYSIOGRAPHY.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced Course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY.

Advanced Course.

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography and climate, as factors in location and development of natural resources; influence of physiographic regions and development of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography: distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. SPECIAL MUSIC TEACHERS' COURSES.

This course comprises:

FIRST YEAR.

Brief review of rudiments of music.
Ear training and dictation.
Solfeggio (sight singing).
History of music.
Vocal culture.
Chorus work.

SECOND YEAR.

Solfeggio.
Harmony.
Theory of music.
Methods—Primary, Intermediate, Grammar.
A study of the best systems of public school music now used
Observation and teaching.

Voice.

Chorus and conducting work.

Teaching of extra drill classes for ear training, Solfeggio.

Study of classification of songs and choruses—sacred and secular—for use in grades and high schools.

10. PHYSICS.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms.

Fall Term:—Mechanics and sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced text will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisities:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology; Economic Plant Families.

13. ZOOLOGY.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except Birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES.

ONE YEAR.

First Term—Territorial Development—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial grants. Land claims of the states. Changes in boundaries and boundary disputes (national and state).

Second Term—Slavery—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Term—Growth of Union—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Rivalry of France and England. America from the European standpoint. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and of Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey. Expansion of Europe. Present day problems.

16. DRAWING.

TWO-YEAR COURSE.

For Special Teachers in Public Schools.

FIRST YEAR.

Elementary Drawing:—Instruction in casts, costumed figures, animals, still life, drawing from nature, perspective and elementary color.

Object Drawing and Blackboard Work:—Drawing from nature, flowers, still life and figures. Painting in water colors, sketching with pencil, chalk and charcoal. Memory sketching.

Construction:—Paper Tearing, Cutting, Folding and Weaving, Weaving of rugs and baskets.

SECOND YEAR.

Elementary Drawing continued of casts and costumed figures.

Principles of Design: The work will be arranged in three general divisions;

(a) Theory of structure of space-arts.

(b) Appreciation of historic examples.

(c) Original work in composition. Application in pictorial art, in design. Printing with wood blocks or stencil.

This course will be closely connected with design for handicraft and so far as possible the application of the same.

Clay Modeling:—Instruction in the principles of design with clay as a medium of expression. Pottery done in shop, with the instructor of Manual Training.

History of Art:—Subjects are in brief outline: Egyptian architecture and design, Greek art, Roman art, Japanese art, Byzantine and Gothic architecture and design, Italian painting, Dutch and English art, Modern art. Illustrated with the stereopticon. Note-books required of same with blue prints or penny pictures for illustrations. Lectures one hour a week for one term.

Theory and practice of Teaching Art:—The principles of art teaching; art in relation to other studies; methods of teaching art; planning of lessons and courses.

Practice teaching two hours a week for two terms.

Methods to be given in the fall term.

17. DOMESTIC SCIENCE.

FIRST YEAR.

1 and 2. Foods.

Production, manufacture, structure, chemical composition, nutritive value, methods of preparation. (Two terms).

Prerequisites: General chemistry, physics, junior biology or its equivalent.

3. Bacteriology and Histology. (One term),

SECOND YEAR.

4. Sanitation.

The zymotoxic theory of disease, and its application as the controlling principle to problems of personal and public hygiene. (One term).

5. Foods.

Dietaries, and economic aspects of food problems.

Prerequisites: Chemistry. (One term). Physiological Botany. (One term).

6. The Teaching of Domestic Science.

Courses suitable for the different grades: lesson plans; illustrative lessons and practice teaching; cost of maintenance and equipment.

18. MATHEMATICS.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Crockett.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The Binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Fine's College Algebra.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisite: College Algebra.

The topics will be taken up in the following order: Coordinate System; The Locus of an Equation; The Equation of a Locus; Equation of the First Degree; Transformation of Coordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION.

A One-year course covering ancient and modern education.

1. Fall term.

Selected topics from Greek, Roman, mediaeval and modern education to the 20th century.

2. Winter term.

The development of secondary education and training of teachers for such schools.

3. Spring term.

The school system of the United States including a general survey of the development of education in this country.

20. PHILOSOPHY OF EDUCATION

A half-year course with Rosenkranz as a text.

21. PSYCHOLOGY.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbart, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL.

One Year's Work.

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to social needs. Crowding of the curriculum and remedy. Double difficulty of simplifiying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and interrelation of studies, Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the form of types for organizing the subject matter in History, Science, Literature, Geography and the Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF REGULAR COURSES.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR.MCMURRY.

1. PEDAGOGY—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one-year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurry method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week. Elective.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, two-year course and ninth term, three-year course. Four hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT

All of the senior year in each profesional course, one hour a week.

I. SCHOOL ORGANIZATION.

a. Theory of Public Free School.
b. Parties to school organization:—Taxpayers, parents, the child. Conflicting interests and demands to be co-ordinated and harmonized. Board of Education, teachers, home, child in relation to school.

II. School Organization and Management.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. School Hygiene—Shaping the school conformably to laws of the child's physical nature.

a. School environment: grounds; building:—construction—arrangement—care.
b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area; control of light.
d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habitual postures of pupils at desks.
e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
f. Infectious and contagious diseases.

IV. Program of work.—Economy of energy.

a. Apportionment of time—week and day as units—program of study and recitation—economies.
b. Correlation of work—advantageous successions.
c. Rests—character and distributions.

V. Classification and Gradation of Pupils.—"The lockstep of the public schools."

VI. School Discipline.—Shaping the school conformably to the laws of the child's moral and spiritual growth.

1. Elements of the problem.
a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control.

Teacher's task:—Training pupils to behavior.

b. Social element:—Rise of moral notions. "Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior."

c. Biological elements:—"Man an organism for re-acting on impressions." "Education: bringing mass of possible re-actions into rational control."

d. Physiological elements:—Health, fatigue, school and home environments as affecting conduct.

2. MORAL TRAINING.--How Effected.

a. School associations:—community of ideals and interests—co-operation vs. competition. Plays and games. Occupations.

b. School management (internal). School-room order—economy—standards—spirit.

c. School atmosphere—determined by teacher—elements. School-room faults and vices.

d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.

e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.

f. Shaping ideals—personality of teacher—"Character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE.

1. HISTORY.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, two-year course. Four hours a week.

A course, in which those events of Illinois history which are of national importance are studied.

TEXT BOOK: SMITH'S STUDENTS' HISTORY OF ILLINOIS.

3. HISTORY.—First term, three-year course. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. SPECIAL METHOD IN HISTORY.—Elective, winter term, senior year. Five hours a week.

A study of of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, biographical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

7. ENGLISH HISTORY.—Elective, fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK; CHEYNEY'S SHORT HISTORY OF ENGLAND.

8. MEDIÆVAL HISTORY.—Elective, second term, senior year. Five hours a week.

The term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

9. CIVICS.—Elective, winter term, senior year, two-year course. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

10. POLITICAL ECONOMY.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT BOOK: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes or more have been received.

DEPARTMENT OF SCIENCE.

MR. CHARLES, MR. WHITTEN. ASSISTANT, MISS AUSTIN.

STUDENT LABORATORY ASSISTANTS.

MISS BEMISDERFER, MISS SANFORD AND MISS MCCORMICK.

The subjects included in this department are Meteorology, Nature Study, Zoology, Hygiene and Applied Science, Human Physiology,

Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, three-year course. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, three-year course. Four hours a week.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

Gardening. Garden calendar. Insect pests. Weeds.

The Pond as an ecological group.

The school "Zoo"; wild and domesticated animals. Children's pets.

MR. CHARLES AND MISS AUSTIN.

3. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime, nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who, through thorough preparation, have attained a comprehensive view of the biological field. Today, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources, and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. CHARLES AND MISS AUSTIN.

4. HUMAN PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

1. Vertebrate studies, as types and as a basis for human anatomy and physiology. Frog; turtle; bird (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. CHARLES AND MISS AUSTIN.

5. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Algae and fungi. Mosses. Ferns.

Gymnosperms and Angiosperms.

Experimental studies with seedlings; plant physiology.

Plant societies.

The great economic plant families.

MR. CHARLES AND MR. WHITTEN.

6. PHYSICS.—Fourth term, two-year course, and seventh term, three-year course. Five hours a week.

The purpose of this course is to arouse the student to a recognition, in his everyday environment, of problems involving the elements of physical science, and to equip him to employ the same successfully

as subject matter for teaching. It is assumed that the pupil has already taken a high school course in Physics, or its equivalent.

The following are suggested as topics which may be employed:

The common stove.

The bonfire; currents of air; weight of gas; expansion by heat.

Density of gases; law of Charles.

Combustion; composition of the atmosphere; conservation of matter.

Conduction, radiation, convection.

Heating by hot air, steam and hot water.

The boiler room.

Method of consuming smoke.

Construction of a boiler,—to show increased heating surface, use of draft, water pipes, etc.

Boiling; temperatures; latent heat of vaporization; latent heat of fusion; gas pressure; mechanics of fluids; Boyle's law.

Condensation; dew; crystallization.

Pumps of various kinds.

The stationary engine.

Construction of cylinder.

Forces; machines; motion.

Law of conservation of energy.

The locomotive engine; accelerated motion.

The clock—

The pendulum.

Gravitation; laws of falling bodies.

The violin—

Nature and laws of sound.

The electric bell—

Electro-magnet and simple magnets.

The telegraph and other electric instruments.

Batteries.

The candle—

Combustion; capillarity; nature and laws of light; shadows.

Last three weeks given to review and organization of subject matter in text-book form.

MR. WHITTEN.

7. CHEMISTRY—Eighth term, three-year course. Five hours a week.

A study of the more important elements and their compounds.

Inductive development of chemical laws.

Chemistry of familiar things.

MR. WHITTEN.

ELECTIVES.

(All electives are five hours a week.)

8. CHEMISTRY.—Winter term, senior year. Elective where not required.

MR. WHITTEN.

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—Spring term, senior year.

Chemistry is a prerequisite.

MR. CHARLES AND MISS AUSTIN.

10. ADVANCED PHYSICS.—Winter term, senior year.

Continuation of course 6. Mr. Whitten.

11. ADVANCED CHEMISTRY.—Spring term, senior year.

Continuation of course 7. Mr. Whitten.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. CHARLES.

MATHEMATICS.

MR. PARSON; MISS PARMELEE, ASSISTANT.

1. ARITHMETIC.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. Arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them, the four fundamental operations are critically examined, compared and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case

of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS:
   - I. Measurements of
     - a. Space.
       1. Length.
       2. Surface.
       3. Volume.
     - b. Time.
       1. Relation to longitude.
     - c. Force.
       1. Weight.
       2. Heat.
     - d. Value.
       1. United States money.
2. PERCENTAGE:
   - I. The three fundamental problems.
   - II. Applications.
     - a. Discounts.
     - b. Loss and gain.
     - c. Commission.
     - d. Stocks and bonds.
     - e. Interest.

MENSURATION:

- I. Plane figures.
- II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT BOOK: COOK AND CROPSEY:

2. ARITHMETIC.—First and second terms, three-year course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number.
3. Number operations. Decimal system.
   1. Integers.
      - a. Counting as a foundation.
      - b. A comparison of the fundamental operations.
      - c. A careful study of the difficulties in learning these operations.
      - d. Making graded problems.
   2. Fractions (common).

a. As equal parts of a whole.
b. As expression of ratio.
c. Principles and their application.
d. Peculiar difficulties in multiplication and division.

3. Fractions (decimal).
a. Comparison with common fractions.
b. Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

3. ALGEBRA.—Fifth term, two-year course. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive and associative laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

4. ALGEBRA.—Third and fourth terms, three-year course. Four and five hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus lead into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. GEOMETRY.—Sixth term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstrations is required,

attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: SANDER'S PLANE AND SOLID GEOMETRY.

6. GEOMETRY.—Fifth and Sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression

TEXT: SANDER'S GEOMETRY.

LANGUAGE.

MISS WHITMAN AMD MR. KELLOGG.

1. ENGLISH GRAMMAR.—Third term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of Language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet prepared to examine it. Through the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The Northern Illinois State Normal School.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

The outline of work for the two-year course follows:

I. The Sentence; its larger divisions and their relations.
   1. Universal form of sentence as governed by the nature of thought:
      (a) Subject. (b) Predicate.
   2. Sentences classified on basis of purpose of speaker:
      (a) Declarative. (b) Interrogative. (c) Imperative. (d) Sentences that do not correspond in form and purpose. (e) Punctuation of a, b, c, d.
   3. Sentences classified on the basis of the number of thoughts expressed
      (a) Single.
      (b) Compound.
      (c) Contracted compound sentence compared with single sentence with compound element.
      (d) Punctuation of (a) and (b).
   4. Simple analyses of the two essential elements of a sentence.
      (a) Principal word of each element.
      (b) Modifiers of each principal word, classified as words, phrases, clauses.
      (c) Punctuation of modifiers.

II. The material of which the sentence is composed, classified on the basis of kind of idea expressed.
   1. Substantive words:
      (a) Noun (including verbal noun).
      (b) Pronoun.
   2. Attribute words:
      (a) Adjective (including verbal adjective).
      (b) Attribute verb.
      (c) Adverb.
   3. Connective words:
      (a) Prepositions.
      (b) Conjunctions.
      (c) Copula.
   4. Words not grammatically connected with rest of sentence:
      (a) Interjection, and punctuation of same.
      (b) Expletive.

III. The intensive study of the parts of speech and their substitutes:

1. Properties.
2. Inflections.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. ENGLISH GRAMMAR.—First and second terms, three-year course. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

3. LATIN.—First year, four year course. Five hours a week.

First term—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

Second Term.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Cæsar's Commentaries, book I, chapters I–III; book II, chapters I–XXVIII. Smooth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student, but chiefly as aid to interpretation. Relation of clauses and phrases carefully noted.

SECOND YEAR.

First Term.—Five hours a week. Cæsar, remainder of book II and book I. Careful study of Syntax, Prose Composition.

Second Term.—Five hours a week. Cæsar, books III and IV or selections from other books. Prose Composition.

Third Term.—Five hours a week. Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Five hours a week. Cicero, The Oration for Archias and Manilian Law, Prose Composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I-III. Much attention paid to narrative, mythology and scansion. Prose Composition.

FOURTH YEAR.

First Term.—Five hours a week. Cicero de Senectute and de Amicitia. Careful review of Syntax.

Second Term.—Five hours a week. Livy, book XXI. Prose Composition.

Third Term.—Five hours a week. Livy, book XXII. Prose Composition,

4. GERMAN.—First Term. Third Year. Five hours a week.

Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas' or a beginning book as Vos' Essentials of German is used. As soon as practicable Glück Auf is begun and carried on with the grammar work.

Second and Third Term.—5 hours a week. Completion of Grammar or beginning book and Glück Auf. Reading of two or three easy texts taken from the following: Zchokke's "Der Zerbrochene Krug," "Immense," "L'Arrabbiata," Höher als die Kirche," "In St Jürgen." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read, and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR (Five hours a week).

First Term.—Reading one of Riehl's Novellen, or Manley and Allen's "Four German Comedies." This is followed either by "Wilhelm Tell" or Die Jungfrau von Orleans," or Marie Stuart.

Second Term.—Herrmann und Dorothea.

Third Term.—Nathan de Weise or Minna von Barnheim and Selections from German poetry.

In this year the same method is followed as in the second and third term of the first year, and, in addition, the student is frequently asked to give an outline in German of an act or scene in review. A certain amount of prose work is done.

5. GREEK.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of Anabasis; with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the Anabasis; continued work in prose.

Second Term.—Fourth book of the Anabasis and selections from the Hellenica. Prose Composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's Iliad, books I–III, omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express this appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings.

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. READING.—Second term, two-year course. Four hours a week.

1. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vo-

cal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibilty and sympathy as will make the voice a fit medium for the expression of thought.

2. Bodily Expression.

In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement, elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

3. Reading and Dramatic Work.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Matthew Arnold, Browning and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

2. Reading.—First term, three-year course. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.

3. Public Speaking—Elective. Five hours a week.

4. Advanced Reading—Elective. Five hours a week.

DRAWING.

MISS LIVINGSTON.

Four-year course for graduates of country schools. Two hours a week.

FIRST YEAR.

The aim should be to train the eye to see form correctly and the hand to express it freely. Correlate the drawing with other subjects wherever it seems advantageous.

First Term.

Nature—Grasses, flowers, fruits, vegetables, using charcoal or pencil to express outline, and crayon to express mass.

Printing—For labeling, drawing, etc.

Elementary decorative design for work in manual training.

Four lessons a week in which four pictures by Millet are studied, with Perry pictures of same in the hands of the students.

Second Term:

OBJECT DRAWINGS—Cylindric objects such as jars, jugs, kitchen utensils, etc. Much memory work or work in visualization.

Cardboard construction based on arithmetic work.

Four pictures of the Italian school.

Third Term:

NATURE—Flowers, sprays of leaves, etc.; trees with or without foliage.

Landscape with trees.

Four pictures of Landseer or some other animal painter.

Draw trees, beginning with the bare trees and following through the development of foliage.

Landscape with trees.

Printing exercises continued.

Four lessons in picture study,—four pictures by Landseer or some other animal painter.

TWO-YEAR COURSE. (Two hours a week).

First Term:

1. Plant life: sprays of leaves, fruits, seeds, pods, etc.
   Mediums; pencil and color.
2. Aspects of nature; sky, land, water.
   Mediums: pencil and color.
3. Composition; pictorial, decorative, constructive, applied design.

Second Term:

1. Perspective: developing the principles of foreshortening and convergence.
2. Blackboard sketching, correlated with literature, history, geography, etc.
3. Construction: pattern-making, plans and elevations, working drawings.

Third Term:

1. History of art—Egyptian, Greek, Roman, Renaissance, illustrated by stereopticon.
2. Figure pose and animals.
3. Landscape in color.

THREE-YEAR COURSE. (Two hours a week).

First Term:

1. Plant life; pods, leaves, seeds, etc.
   Mediums; pencil and color.
2. Landscapes in pencil and color.
   Values of color and shade expressed in pencil and color.

3. Composition—pictorial, decorative, constructive, applied design.

Second Term:

1. Composition continued.
2. Perspective: developing the principles of foreshortening and convergence.

Third Term:

1. Construction: pattern-making, plans and elevations, working drawings.
2. Out-door perspective with pencil, expressing color and shade.

Fourth Term:

1. Review plant life in color.
2. Review pictorial and decorative composition; the first in out-door sketching, the second in applied design.

Fifth Term:

1. Blackboard sketching.
2. History of art—Egyptian, Greek, Roman, Renaissance, Modern (with stereopticon).

Sixth Term:

1. Figure pose.
2. Review perspective.
3. Elementary methods in drawing.

GEOGRAPHY AND GEOLOGY

MISS WELLER

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize material of Geography, basing the organization upon the principles of causal relationalship and comparison.

1. GEOGRAPHY.--First term, two-year course. Four hours a week.

A brief review of the earth as a whole, size, shape, relation to the sun, motions, ocean-basins, continental platforms and continents.

North America—physiography, drainage, climate, position in the world; heat, wind, and rainfall belts, economic geography, studies of type regions, comparison of other continents with North America.

A consideration of home geography, or that of the child's experience.

Selection and organization of topics suitable for intermediate and grammar grades; principles governing their selection and arrangement.

The use of such aids to geographic impressions as pictures and slides; maps, globes, and models; modeling in sand, paper pulp, putty, plaster; map-drawing, chalk-modeling, diagrams; field trips.

2. GEOGRAPHY.—Second and third terms, three-year course. Four hours a week.

The work in the three-year course is essentially the same as that of the two-year course. More time is given to blackboard work and to the organization of type studies.

3. PHYSICAL GEOGRAPHY.—Ninth term, three-year course. Five hours a week.

This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.
2. Work of the atmosphere.
3. Work of ground-water.
4. Work of running water.
5. Work of snow and ice.
6. Lakes and shores.
7. Vulcanism.
8. Crustal movements.
9. Origin and history of physiographic features. Text, Salisbury's Physiography. Advanced Course. The text book w ork is supplemented by field trips and a selected list of topographic maps.

4. GEOLOGY—Elective in the senior year. One term, twelve weeks. Five hours a week.

MUSIC.

MISS HUFF.

Two hours a week through the first year.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and Solos.
9. Illustrated class lessons.

Literature, Rhetoric, and Composition.

MISS SIMONSON.

MISS DEWEY, ASSISTANT.

Course 1.—The Forms of Literature.—Fourth term, two-year course. Four hours a week.

This is a study of the forms of literature exclusive of the drama. It includes the study of

1. Ballad literature as illustrated in Armes's collection of Old English Ballads.
2. The characteristics of epic literature, especially as found in Arnold's Sohrab and Rustum.
3. The forms of lyrical verse, with use of Palgrave's Golden Treasury of Songs and Lyrics, and Browning's Dramatic Lyrics.
4. The essay, through a reading of Lamb's Essays.
5. The short story.
6. The novel or the romance, with study of Stevenson's Treasure Island or some other work of fiction.

Course 2—English Poetry—Fifth term three-year course. Five hours a week.

A brief survey of the history and development of English poetry through library reference work and through study of selections that illustrate literary movements and otherwise have poetic worth. These selections are made mostly from the Ballads, Chaucer, Shakespeare, Milton, Pope, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and Browning.

Course 3.—American Poetry—Sixth term, three-years course. Five hours a week.

A study of the growth of American poetry. This includes a survey of early colonial literature, a study of representative selections from the verse of Bryant, Poe, Longfellow, Whittier, Lowell, Holmes, Whitman, and Lanier. Page's The Chief American Poets used as text.

Course 4.—American Prose—Elective.

Study of the development of the short story and the novel in American literature, with a brief study of American essayists.

Course 5. —The Shakespearean Drama.—Elective.

Course 6.—The Poetry of Tennyson and Browning.—Elective.

Course 7.—Literature for Children.—Elective.

A survey of the types of literature for children; as, child verse, the

fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature. This course attempts a cultural study only and looks at the material from this standpoint, not from the standpoint of its presentation in the school-room.

COURSE 8.—RHETORIC.—Seventh term, three-year course.

The work of this course consists largely in the writing of exercises and longer weekly themes and in the frequent oral presentation of thought before the class, in connection with a study of the principles of composition that concern the different forms of discourse, the whole composition, the paragraph, the sentence, and the use of words.

COURSES IN THEMES.

1. Three terms, two-year course. One hour a week.
2. Five terms, three-year course. One hour a week.
3. Six terms, four-year course. Two hours a week.

A written or oral composition is required each week, the compositions developing progressively topics in description, narration, exposition and argumentation.

PHYSICAL TRAINING.

MISS FOSTER.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effect into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

COURSE 1.—First term two-year course and three-year course. Two hours a week.

1. Elementary Swedish gymnastics.
   a. The mastery of gymnastic names of different positions of feet arms and body and the manner of their combination to form exercise.
   b. The ability to perform these positions and exercises correctly.
   c. The use of the voice as expressive of speed and duration of movement.
   d. The lesson for the school room—what it should contain and how to teach it.
   e. The detection of personal physical defects and suggestive corrective exercises.

COURSE 2.—Second term two-year course and three-year course. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.
2. Apparatus work.
3. Practice in teaching each other as preparation for actual work with children.
4. Running.
5. Marching.
6. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application.

Games develop:

   a. mental and physical dexterity.
   b. freedom and grace of movement.
   c. accuracy of aim and direction.
   d. a correct appreciation of distance.
   e. patience, self-control and a consideration for others.
   f. a correlation of eye and hand.

COURSE 3.—Third term two-year course and three-year course. Two hours a week in the gymnasium.

1. Exercise with wands, dumb-bells, bean bags and bounding balls.

2. Fancy steps.
3. Fancy marches.
4. Games.
5. Rhythm.

COURSE 4.—BASKET BALL—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

COURSE 5.—INDIAN CLUB SWINGING—Elective. Two hours a week. Spring term.

COURSE 6.—SPECIAL METHOD, PRIMARY GRADES—Elective. Five hours a week. Spring term.

N. B. COURSES 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for Courses 4 and 5. Full credit is given for Course 6.

The gymnasium with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

A. To give experience in a craft which has been of large social significance and has grown to large industrial importance.

B. To teach important processes of working over materials selected, into useful and artistic forms.

C. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.

D. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.

E. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of personal interest or of use in the class room.

1. SHOP WORK IN WOOD.—General Course. Two hours a week. Three terms.

This course aims to develop the fundamental principles of construction and design in wood. While wood is the basis material of this course, woodwork is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. CONSTRUCTION WORK.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the classroom. Weaving, basketry, pottery, cardboard construction, and leather work will be taken up and their educative value and their relation to other subjects in the curriculum will be considered. Lessons in applied design will continue throughout the course.

3. SHOP WORK. BENCH WORK IN WOOD AND WOOD TURNING.—Elective. Ten hours a week.

The aim of this course is to give a comprehensive view of a course in wood work for the upper grades or first years of high school. Many projects suited to these grades will be designed and typical ones constructed in the shop.

Lessons in design and mechanical drawing will continue through out the course.

4. HAMMERED METAL.

It is the aim of this course to encourage and to enable students to continue the work in their homes with simple and inexpensive equipment. After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the course:—bowl, tray, book-ends, letter file, lamp shade, candle sconce, fancy box, paper knife, vase, fern dish, spoon, watch fob and belt buckle. In the execution of these the following processes are involved: pounding on sand-bag and over slate and anvil, filing, sewing, annealing, riveting, soldering, modeling, etching and polishing.

Consideration will also be given to these topics:

a. History of the craft.
b. Mining and preparation of the metals.
c. Characteristics of copper, brass and silver that adapt them to this form of treatment.

Emphasis is laid on good workmanship, beauty of form, decoration and surface effects; lessons in throwing on the potter's wheel, and the study of the composition of clay and of glazes and their preparation for use.

Consideration is given to the history of pottery and to the development of the modern art ware.

Emphasis is laid upon the principles of design as related to pottery.

DOMESTIC SCIENCE.

MISS BERRY.

1. FOODS. Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences, which have direct application to the process of preparing foods.
2. The application of these principles in cooking.
3. Discussion of assigned topics from Hutchison, "Food and Dietetics," Thomas, "Practical Dietetics," Halliburton, "Chemical Physiology," Stewart, "Physiology," and Conn, "Bacteria, Yeasts and Molds."

2. SEWING. Elective. Ten hours a week.

1. Consideration of the course of study in sewing for the elementary school.
2. Material and models suited to the different grades.
3. The making of models and simple garments.

THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Six teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, for one-half of

each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make special mention of the work of Mr. Keith, on Penmanship; of Mr. McMurry and Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Inventional Geometry; of Mr. Charles, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Stratford, on Drawing, Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should

be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.): Special Method in Literature; Scudder: Literature in Schools; McMurry, (Mrs. Lida): Songs of Treetop and Meadow; Shute: Land of Song (3 vol.).

FIRST GRADE.

Fairy and Folk Stories.

Chicken Little.
The Old Woman and Her Pig.
Titty-Mouse and Tatty-Mouse.
Grimm's, Briar Rose.
Grimm's, Rose-red and Snow-white.
Grimm's, The Elves and the Shoemaker.
Grimm's, The Musicians of Bremen.
Grimm's, Hans in Luck.
Anderson's The Pea Blossom.
Anderson's The Apple Blossom.

Animal Stories.

Anderson's, What the Moon Saw.
Moufflou. Bimbi Stories for Children. Ouida.
Androclus and the Lion.

Bible Stories.

Moses in the Bulrushes.
The Christ Child.
David and Goliath.

FABLES.

Wind and the Sun.
Lion and the Mouse.
The Fox and the Crow.

SECOND GRADE.

Hiawatha.
Robinson Crusoe.
Pied Piper of Hamelin.
Aladdin and His Wonderful Lamp.

THIRD GRADE.

Greek Myths:

The Golden Touch, The Miraculous Pitcher, The Pygmies, The Three Golden Apples.

Also:

The King of the Golden River, Robin Hood Stories, Selections from Stories of King Arthur.

READING.

Note;—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination, as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words

to be looked up; (b) allusions to be explained: (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurry, (C. A.): Special Method in Reading; McMurry (Mrs. Lida): Beginning Reading, Northern Illinois, June, 1901, and February, 1904; Hinsdale: Teaching the Language Arts; Parker: Talks on Teaching; N. I. S. N. S. Bulletin for May, 1905.

FIRST GRADE.

1. The first lessons in reading are drawn: (a) from games and occupations (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above.

Horace Mann Primer, Brooks's Primer, Outdoor Primer, Brownie Primer, Art Literature Primer, Folk-Lore Stories.

SECOND GRADE.

Old Time Stories Retold, Reynard the Fox, Around the World, No. 1., Graded Classics, Book II, Art Literature Reader, Book I, Folk Lore Reader, Book I, Heart of Oak, Book I, Tree-Dwellers.

THIRD GRADE.

Fifty Famous Stories Retold, Graded Classics, Book III: Fairy Stories and Fables, Art Literature, Book III, Classic Stories, Book of Nature Myths, German Tales, Robinson Crusoe, Stevenson's Child's Garden of Verse.

FOURTH GRADE.

Old Stories of the East, Story of Ulysses, Andersen's Fairy Tales, Judd's Classic Myths, Stories of Old England, Four Old Greeks, Great Americans for little Americans.

FIFTH GRADE.

Pinocchio, Hiawatha, Arabian Nights, Achilles and Hector, Short American History Stories, Rip Van Winkle.

SIXTH GRADE.

King of the Golden River, Robin Hood, The Flag-Raising, The Wonder Book, Tanglewood Tales.

SEVENTH GRADE.

Miles Standish, King Arthur and His Court, Birds and Bees, Lobo, Rag and Vixen, Christmas Carol, Grandmother's Story of Bunker Hill, William Tell.

EIGHTH GRADE.

Snow Bound. Treasure Island. Cricket on the Hearth. Afoot and Afloat. Evangeline. Tom Browne's School Days. Ichabod Crane. The Great Stone Face. Katahdin and Chesuncook.

LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for everyday use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as, (a) gratification of others; (b) expression and defence of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves in to order secure freedom, and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them but that new words and idioms shall be worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May 1902; Cooley's Language Lessons; N. I. S. N. S. Bulletin, November, 1904 and November 1905.

For general reading there may be found in the Normal Library—Hinsdale: Teaching the Language Arts; Laurie: Language and the Linguistic Arts; Chubb: The Teaching of English; Parker's Talks on Teaching.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of difficulty or of endeaver to graft them on the child's vocabulary, are listed on the black-board and either left on the board, or better, copied by the children on slips of paper (writing and spelling lesson). With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation as in lower grades, but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade.)

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest forms.

4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation:
   a. Material drawn from History, Geography, Science, Excursions, pupil's home interests.
   b. Especial attention to language element in topical recitations.
2. Written exercises:
   a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
   b. Reports (see Third Grade).
   c. Friendly letters.
   d. Stories invented by children, with and without common core of suggestion.
   e. In connection with Arithmetic, bills and receipts.
3. Sentential structure. In the study of reading and in the criticism of written work, lead pupils to discover and separate the great-

er elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

SIXTH GRADE.

1. Topical recitations.
2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.
3. Written exercises:
   a. Biographies: topics from History, Geography and other branches.
   b. Reports, descriptions, etc.
   c. Friendly and business letters.
   d. Stories.
   e. Independent outlines of articles read, discussion had, preparatory or not to written work.
   f. Business forms involved in arithmetical problems.
4. The study of sentence structure as a means of clearer interpretation of text read; (1) to discover as above, and separate the essential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued throughout the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The sentence.

Use full, clear sentences and distinguish "Subject" and "Predicate." Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.

2. The Compound Subject. Compound Predicate.
3. The use of the expletive, "there."

III. Classify Sentences:—

1. According to purpose.
   (a.) Declarative.
   (b.) Interrogative.
   (c.) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work using exercises which require one or the other elements to be supplied.

2. According to structure.
   (a.) Single.
   (b.) Compound.

Show relations in compound sentences expressed by the type words "and," "but," "or" and "for."

IV. The subject:—

(1.) Separate the base of the subject from the modifiers. Develop definition of noun, pronoun. Use sentences containing subjects with several modifiers.

2. Study the modifiers of the subjects,—(a.) The word modifiers. Develop the definition of the objective; (b.) the phrase modifier. Expand from word to phrase and develop definition of the phrase as an adjective modifier; (c.) the clause modifier. Compare with word and phrase, and show the force of the clause as a modifier. Point out use of connectives and develop definition of conjunction.

V. Predicate:—

(1.) Begin with verb of complete predication, and modifiers. Separate verb from modifiers. Develop definition of verb as the asserting word.

(2.) Study the modifiers of the meaning of the verb.

(a.) Word modifiers. Develop the definition of adverb and point out its various significations without formally classifying.

(b.) The phrase modifier. Show its adverbial use, comparing with single adverb modifier. Develop the function of the preposition.

(c.) The clause modifier. Compare with word and phrase modifier, and show force of the clause as modifier. Point out the double use of the connective and review conjunctions.

VI. The Complement:—

(1.) The Copula Verb.

Having used previously verbs of complete predication only, proceed to the development of predicates containing verbs of incomplete

predication, beginning with the copula and the subjective complement. Develop carefully.

(2.) The Transitive verb. Compare with verb of complete predication and develop definition of object complement. Give abundant exercises.

(3.) Transitive-copulative verb. Compare with transitive verb and develop definition of objective complement.

The greatest importance is attached to careful drill and constant review. Remember that the work must move slowly to be successful.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attento paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.

(a.) Review during the first six or eight weeks the work of the seventh grade.

(b) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c.) Analysis of literary selections, with reference to the best authorities, as found in the library.

2. As in Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association and the teacher's quiet opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made

should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reenforced by abundant specific illustration.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words: (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided question.
4. The hyphen, in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms—e.g. dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma to set off the adjective clauses when not restrictive.
2. Colon after *as follows, the following, this and these, etc.*
3. The dash (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time to express educative thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons, it may be desirable to omit, or to transpose, certainly. Scan rules carefully, to be sure they are clear to the children.

The matter of spelling should receive careful attention in the grades. This is the time to learn to spell. If the work is taught incidentally or in a measure neglected we are sure to produce poor spellers. We must make a serious business of teaching pupils to spell early in life. The problem should be attacked directly—not in a round-about way. Not many pupils can be taught to be good spellers without considerable conscious effort. Conscious study and much repetition of the sound and symbols that go to make up words are necessary, if one hopes to become efficient in spelling.

A spelling sense should be cultivated. The child should know when he has spelled a work correctly. He should know equally as well when in doubt as to the correct spelling of a word. He should form the habit of going to the dictionary or to other sources for the correct spelling.

The common every-day words used most frequently in the child's conversation and writing should furnish the list of words for spelling. These will be taken from his written work, from the various lines of study, from the names of objects that lie in his environment, from his games and from carefully selected lists of words found in a good speller. As he advances he will learn how to apply some of the rules of spelling.

Spelling should be related to every study in school. New words should receive attention. In addition there should be a regular time each day for spelling. This should be at least fifteen minutes in

length from the third grade. As soon as it becomes evident that a child has mastered fairly well the art of spelling so that he spells well words found in his written work, he should be excused from this exercise. Such spelling should be done as dictation lessons. Words should be used in their proper setting. However, lists of words should be in the hands of pupils to study. There are many related lines of work that tend to crowd out spelling. There is just one way to learn to spell and that is by spelling.

FIRST, SECOND AND THIRD GRADES.

1. At first indentical with writing (q. v.)
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers, by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

FOURTH, FIFTH, AND SIXTH GRADES.

1. Written and oral work on list, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivatives, based on Literature and essays.
5. Dewey's Speller.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result.

This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor coördination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movement in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ördination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion or strain the eyes. As a rule this matter is grossly neglected by teachers' to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slighty forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the side of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of

holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are preceded and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustration—historical scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter to bring the child fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of result.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the season, their characteristics, weather; distinctive occupations, sports, condition of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE.

"Third Grade or home geography includes local surface features, drainage and soil, gardening, agriculture, and food products; house building and related trades and occupations; clothing and the sources

from which it is derived; local commerce, roads and bridges, railroads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and reenforced by excursions which are made by the teacher and the children in the regular course of instruction."

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move foward in their future study of geography, they will have before them the general relations of the home to the great earth and to other communities, countries and people, their dependence upon them, the modes of communication and exchange with them."

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

THIRD GRADE TOPICS.

FOODS.

1. A fruit store.
   A bakery.
   A feed mill.
   A meat market.
   A dairy.
   A creamery.
   A grocery store.

CLOTHING.

2. A shoemaker's shop.
   A glove factory.
   A tailor's shop.
   A dry goods store.

TOOLS AND BUILDING SUPPLIES.

3. A blacksmith shop.
   A tin shop.
   A planing mill.
   A wagon shop.
   A hardware store.

GOVERNMENT.

4. City Hall; Officers:—Mayor, councilman, police, police magistrate. Functions—most obvious, Fire Department, Water Department.

TRANSPORTATION.

5. Road and bridges; street and pavements; railroads and shipping.

MISCELLANEOUS.

6. A greenhouse. The farm. Spring. Fall.
The grain elevator. The study of slopes from the cupola.
On the campus:—Forest, pond, streams, slopes, meadow.
House building. Brick and tile manufactories.
Carpet weaving. A china store.
A garden—Planting in the spring. Harvesting in fall.
References, Excursions and Lesson's in Home Gegraphy, McMurry.
Dopp, Catherine E. "The Place of Industries in Elementary Education."

FOURTH GRADE.

1. The Prairies of DeKalb County. The Prairie Regions and their Development.
   a. Wild prairie; early settlement along streams and forests; prairie fires.
   b. Early Indian life. Shabbona. Map of the Prairie Regions.
   c. Corn and stock-raising. Shipping to Chicago.
   d. Tree-planting. Tile-draining. Roads and bridges.
2. The Illinois River. Map. Streams tributary to the Mississippi and Ohio.
   a. Scenery and bluffs. Starved Rock. Deer Park.
   b. Swamps and bayous. Duck hunting.
   c. The canal connection with Chicago.
   d. Cities.
   e. Products shipped. Corn, coal, stone.
   f. Proposed deep water way.
   g. Other rivers corresponding to the Illinois,—Wisconsin, Ohio, Kentucky, Tennessee, Minnesota, Iowa, Missouri, Arkansas. Map.
   h. Other canal connections with Great Lakes.
   i. Review of story of LaSalle and Tonty.
3. A coal mine and coal fields of Illinois and Mississippi Valley.
   a. Location and sinking of shaft.
   b. Process of ventilating and mining.
   c. Dangers and protections.
   d. Uses of coal for house, railroads and factories.
   e. Shipping of coal by rail and by water.
   f. Location of Illinois coal field; Iowa and Missouri field, Western Appalachian coal field. Map of coal fields.
4. Trip on the Upper Mississippi.
   a. Steamboat journey. Map.
   b. The three cities, Davenport, Rock Island and Moline.
   c. Bluff scenery and location of cities, LaCrosse and Winona.
   d. Lake Pepin.

e. St. Paul, head of navigation.
f. Comparison with trip on Ohio and Missouri. Contrasts. Maps.
g. Review the story of Hennepin. Also Marquette and Joliet.

5. Minneapolis. The lumber and flour business of Minneapolis.
   a. Pineries and lumbering. Sawmills.
   b. Wheatfields and mills; water power; railroads. Map.
   c. Comparisons with cities on the Upper Mississippi—Winona, etc.
   d. Lumber cities along the Great Lakes and in New England—Buffalo, etc.
   e. Lumber cities along the Appalachians—Williamsport, etc.
   f. Minneapolis and St. Paul compared with Pittsburg and Albany.
6. Lake Michigan and the Great Lakes.
   a. Size and depth of lakes.
   b. Commerce on Great Lakes; harbors; The Soo Falls and locks.
   c. Products shipped east and west.
   d. Cities on the Lakes. Docks and harbors.
   e. Summer resorts on the Lakes.
   f. Comparison of the lake cities with those on Upper Mississippi and Ohio Rivers.
   g. Story of Marquette and Joliet. Story of LaSalle.
7. Tobacco Culture in Kentucky and Tennessee.
   a. The Tobacco field; negro labor.
   b. The sheds and curing.
   c. Louisville as a tobacco centre.
   d. Tobacco states—Kentucky, Tennessee, Ohio, Virginia and Connecticut. Map of tobacco states.
   e. Tobacco in Cuba.
   f. Story of Boone and Robertson. Lincoln, John Smith.
8. Trip on the Lower Mississippi. Map.
   a. Steamboat trip from Cairo to Delta.
   b. Sights on a steamboat trip.
   c. Floods and levees.
   d. Jetties at the delta.
   e. Contrast of Lower and Upper Mississippi.
   f. New Orleans and shipping.
   g. Stories of LaSalle and Lincoln.
9. Cotton fields.
   a. Raising the cotton. Negro labor. The boll weevil.
   b. Ginning of cotton and baling.
   c. Shipping from Memphis, Savannah, Galveston and other places.
   d. The cotton states. Map showing cotton belt.

e. Shipments to New England and England. Map.
f. Southern cotton mills.
g. Wool production in Ohio and other states.
h. Story of DeSota.

10. Sugar Plantation in Louisiana.
a. Raising Sugar cane on the plantation.
b. Method of milling. Old and new methods.
c. Refining sugar. New Orleans. Map of sugar states.
d. Beet sugar in California, Colorado and other states. Map.
e. Maple sugar in Vermont. Sorghum.
f. Sugar in Cuba and Philippines. Map.

11. The Cattle Ranches of the Plains. Map.
a. The cattle ranch.
b. The round up.
c. Texas ranches and northward driving. Map.
d. Shipping to the corn belt. Map of western states.
e. Packing houses in Omaha and Chicago.
f. Sheep ranches on the plains and in the mountains.
g. Cattle and stock raising in the corn belt.
h. Stories of Fremont. Parkman's Oregon Trail and Lewis and Clark.

2. Springfield, Illinois.
a. State house. Pictures.
b. Three departments of state government.
c. Review of town and county government.
d. Lincoln's home and monument in Springfield. Pictures.
e. Other state capitals, Indianapolis, Madison, etc.
f. Story of Lincoln, Grant, George Rogers Clark.

Reference, Type Studies of the United States McMurry.

FIFTH GRADE.

I. Niagara Falls.
1. Location of Falls and their relation to physiography of the lake region.
2. Scenery of the Falls and Gorge. Other great falls in U. S. Yellowstone. Great Falls, Mont.; Shoshone Falls, Idaho.
3. Recession of the Falls. Compare with Minneapolis.
4. The Falls as an obstruction to commerce. Compare with Sault St. Marie. Rapids on Lower St. Lawrence. Canals around the Falls. The Erie Canal. Buffalo due to the Falls. Falls at Louisville, Ky.
5. Water power at the Falls. Electrical power and how produced. Use of the Power at the Falls and in Buffalo. Compare with the water power at Glenns Falls, at Rochester, at Minneapolis; the Merrimac River and Fall River, Mass.; Lewis-

ton and Augusta, Maine; Richmond, Va.; Great Falls, Mont.; Canal power at Chicago; Snake River Falls in Idaho.

II. The Hudson River.

1. Voyage up the River, Scenery of Palisades, Highlands, etc. Compare scenery with Delaware Water Gap, Susquehanna, Potomac at Harper's Ferry, James breaking through the Blue Ridge, Columbia at the Cascades, Royal Gorge of the Arkansas, Yellowstone River and Gorge.
2. Hudson River a drowned Valley; Tide to Albany, deep and broad. Compare with Delaware Bay, Chesapeake Bay, Carolina Rivers, St. Johns, Maine Rivers.
3. Commerce of the Hudson River, Passenger steamers, canal boats and barges, Brick yards and stone quarries along the River.
4. Erie Canal and connection with Lake Erie and Lake Ontario. History and importance. Cost of shipment by canal. Recent enlargement of canal. Products of lake regions shipped eastward by canal and Hudson River. Lake Champlain canal. Lumber shipment.
5. Hoosac Tunnel and connection with Boston. Manufactured goods sent west.
6. New York Central R. R. parallel with Hudson R. and Erie Canal.

III. The White Mountains.

1. Physiography of the White Mountain group.
2. Ascent of Mt. Washington.
3. Mountain Hotels and Resorts.
4. Lake Winnepesaukee and other New England resorts.
5. The Adirondacks in summer. The St. Lawrence Islands.
6. The Catskills. Hotels and summer houses.
7. The Mountain Resorts of Pennsylvania and Virginia Springs.
8. Ashville and the Southern Appalachians.
9. The Seashore Summer Resorts. The Maine Coast, Old Orchard, Nantucket, Newport, Long Branch, Ocean City; the Florida Coast in winter; St. Augustine, Palm Beach.

IV. Gloucester and the Cod Fisheries.

1. Preparation and voyage of Fishing Schooner to the Banks.
2. Gloucester and the fishing schooners. Fishers' families.
3. Curing and packing the fish. Fresh fish.
4. Inshore fishing, the dories. Lobster fishing.
5. Related industries at Gloucester. Rope making and ships' supplies. By-products of the fisheries; glue.
6. Other fishing towns of New England; Marblehead; Boston; Salem.
7. Oyster fishing in Long Island Sound and in the Chesapeake. Canning and shipping oysters at Baltimore. Shad fishing

in Chesapeake Bay. Other oyster fisheries along the Atlantic Coast to Florida.

8. Lake fisheries on Lake Erie and other lakes.

V. Boot and Shoe Factories about Boston.

1. A shoe factory. Machines and workers. Investment.
2. Sources of leather. The tanneries in Chicago, Omaha, Baltimore. Hides from the cattle ranches and stock producing regions. Hides from Argentina.
3. Kinds of leather used. Foreign supply.
4. Shipment of shoes westward.
5. Extent of manufacture in New England and in other states.
6. Other leather goods. Harness and saddles; belting; satchels and bags; gloves and mittens.
7. Comparison with rubber goods and manufacture, Akron, Ohio. Rubber tires for buggies, bicycles and autos.

VI. Ship Building.

1. Bath and ship building in Maine. Wooden schooners. Lumber, and the forests as sources of materials.
2. Ship building at Philadelphia. Ship Yards. Iron and steel ship construction. Construction of a ship.
3. The building of war vessels. Steel armor plate.
4. U. S. Navy yards at Brooklyn, Norfolk, etc.
5. Ship building at San Francisco.
6. Annapolis and the Naval School.
7. American ship lines on the ocean, and coasting vessels.
8. Steamship lines on the Great Lakes.

VII. The Appalachian Forests.

1. Lumbering in Maine, Bangor, etc.; Williamsport, Pa.; lumbering in Virginia and Tennessee.
2. Paper making from woodpulp in New England and New York.
3. Furniture making. Hard wood forests. (Spools and Matches).
4. Tanbark, hemlock bark, oak bark. The tanneries in Maryland.
5. Turpentining in forests of Carolina, Georgia, etc. Shipment of ships' supplies from Savannah, etc. The coastal plain.
6. The yellow pine forests and lumber from Carolina to Texas.
7. Railroad construction. Ties, bridges, etc.
8. Map of the Appalachian forests, and the yellow pine forests.

VIII. Florida Fruit Growing and Truck Farming.

1. Orange groves; climatic conditions; frosts and how guarded against. Orange groves in California. Competition. Grape fruit.
2. Florida celery, lettuce, cabbage, tomatoes, potatoes. Early spring shipment by rail to New York, Boston, Philadelphia, Chicago. Hothouse products at the north. Cucumbers, onions, etc.

3. Berry farming in the Carolinas. Strawberries, melons. Peaches and pears from the south. Similar conditions in the Mississippi Valley.
4. Intensive truck farming in Virginia, Maryland, New Jersey.
5. The Atlantic Coast Line R. R. The Coast Line steamers. Old Dominion, Clyde Line.
6. Chief lines of traffic by rail and by water between North and South.
7. Review of Story of Ponce de Leon.

IX. Pikes Peak.

1. General physiographic survey of region.
2. Trip to top of Pike's Peak; railroad; views; Long's Peak, Fremont's Peak, Mount of the Holy Cross.
3. Interesting side trips, Cheyenne Canyon, Garden of the Gods, Cave of the Winds (Mammoth Cave, Luray)
4. Colorado Springs as a summer resort,—springs, hotels. Compare with Hot Springs. Other resorts along the Rockies. Yellowstone Park, Estes Park, Yosemite Valley in California.
5. Compare with Mt. Washington and White Mountains.
6. Review story of Pike; Fremont; Lewis and Clark.

X. Big Irrigation Ditch at Denver.

1. Survey of irrigation lands along the Platte and relation to Rocky Mountains.
2. Digging and constructing the ditch. Flumes. Source of water. Reservoirs in mountains.
3. Conflict of water rights; how settled; legislature.
4. Drawing water from ditches. Distributing.
5. Effects of water on dry land. Crops.
6. Market for products. Cities and mining camps.
7. Irrigation by small streams and ponds.
8. Irrigation streams along the eastern foot hills. 1200 miles. Yellowstone River, Rio Grande.
9. Other irrigation districts. Utah, California, Colorado River, Idaho, Montana, etc.
10. Government projects. Roosevelt dam on Salt River. Arizona. General plan of Government.

XI. Gold Mining in California.

1. Early gold discoveries in California.
2. Placer mining. The cradle, etc.
3. Quartz mining. Stamp mills.
4. The mining districts of California.
5. Smelting the ores.
6. Silver and gold mines in Colorado and Cripple Creek.
7. Copper mines at Butte and in Michigan.
8. Distribution of mining through western states, as Arizona, Nevada, Idaho, etc.

9. Cities as smelting centres, as Pueblo, Great Falls, Butte.
10. Products of mines compared with products of irrigation and fruit raising.
11. Review of trip of the Goldseekers to California in '49.

XII. Salmon Fisheries on the Columbia.

1. Life and migrations of the salmon.
2. Modes of fishing along the Columbia.
3. Description of cannery.
4. Extent of salmon fisheries along the Columbia.
5. State and natural hatcheries for protecting the salmon fishing industry.
6. Salmon fishing along Puget Sound and on Fraser river. British Columbia.
7. Seal fisheries along the coast of Alaska.
8. Fisheries of the Pacific coast compared with those of Atlantic coast.
9. Review Lewis and Clark expedition.

Reference, Type Studies of the United States, McMurry.

SIXTH GRADE.

1. Pittsburgh and Steel Production in the United States.
   a. Johnstown and Cambria Steel Co.
   b. Pittsburgh steel production.
   c. Other centers on the Lakes; at Birmingham, etc.
   d. Iron mines and steel production in the United States.
2. The Cotton Mills. Textile Industries of the United States.
   a. Cotton mills at Lowell, Manchester, and Fall River.
   b. Cotton mills in the South.
   c. History of spinning and weaving. Woolen and silk manufacture.
3. The Appalachian Mountains. The Rocky Mountains.
   a. Physiography of the Appalachian rivers.
   b. Forests and mineral productions in the Appalachians.
   c. Farming and stock raising.
   d. Roads across the mountains.
   e. Cities and history.
   f. The Rocky Mountains.
4. The Pennsylvania Railroad. Railroad System of the United States.
   a. Early history and growth of the Pennsylvania system.
   b. Comparison with New York Central, Baltimore and Ohio, etc.
   c. The Union Pacific and other Pacific railroads.
   d. North and South routes in the United States.
5. The Mississippi River. Type of Great Commercial River.
   a. Survey of Mississippi Basin as a whole.
   b. Floods on the Ohio and Mississippi.

c. Improvements in navigation.
d. Important areas of production in the Mississippi Valley.

6. New York City. Survey of the cities of the United States.
   a. The harbor and commerce of New York.
   b. Rapid transit; water supply.
   c. City government; charities; education.
   d. Manufactures.
   e. Comparison with Philadelphia, Chicago, and other cities.
7. North America, a Continental Type.
   a. Physiographic features, mountains, plains, and plateaus.
   b. Its resources; regional geography.
   c. Its races, and their distribution.
   d. Climatic characteristics.
   e. Coastal plains; islands and gulfs.

Reference, Larger Types of American Geography. McMurry.

SEVENTH GRADE.

1. Liverpool. The Great Seaports of Europe.
   a. Docks and Shipping. Ship lines to New York and India.
   b. Products brought from America, Asia, etc.
   c. Compare with London and other English ports; with Hamburg, Rotterdam, Antwerp, Havre, Marseilles, Naples, Constantinople, St. Petersburg.
2. The British Isles. The Island Kingdom.
   a. Mountains and plains; compare with the United States.
   b. Natural resources; populations.
   c. Separation from other European countries; advantages for commerce.
3. Glasgow. Harbor Improvements and Shipbuilding.
   a. A hundred years' improvement in the Clyde.
   b. The Clyde bank shipyards; construction of ships.
   c. Other shipbuilding centres in England and Europe.
   d. Ship building in the United States reviewed and compared.
   e. The British merchant fleet; war vessels.
4. London, Center of World Commerce and Finance.
   a. Size and importance of London.
   b. Trade and manufactures.
   c. British parliament and government of the empire.
5. The Alps. The Mountains and Plains of Europe.
   a. The upheaval and mountain building.
   b. Glaciers. Glacial period in Europe and in North America.
   c. Lakes and rivers.
   d. Switzerland resorts; roads and passes.
   e. History.
   f. Comparisons.

6. The Rhine. Importance of rivers in Europe.
   a. Physiography.
   b. Castles; fortified cities; cathedrals.
   c. History and literature.
   d. Other rivers of Europe and United States.
7. Berlin the Kaiser City. Other capitals.
   Berlin a centre of government and military strength.
8. Holland and the Delta Land.
   a. The Delta and the Rhine.
   b. Building of the dikes.
   c. Industries and commerce of the Dutch.
9. The German People. Races and languages of Europe.
   a. Physical and mental qualities of the Germans.
   b. National customs. Education.
   c. Military spirit.
   d. The German races and language; the Latin races; the Slavonic races.
10. Paris, the City of Modern Art.
   a. Improvements of the city since the French Revolution.
   b. The development of art as exhibited in Paris.
   c. The rebuilding of Vienna.
   d. Other cities of art, Dresden, Rome, etc.
12. Lyons and the Silk Production.
   a. The silk worm and silk production.
   b. The manufacture of finer textiles.
13. Italy. The Importance of Peninsulas in Europe.
   a. Physiography; its peninsular character.
   b. Its history and political importance.
   c. Compare with other Peninsulas, as Spain, Greece, Scandinavia, Denmark, England.
14. Rome, The Ancient City and the City of the Popes.
   a. The Ruins of Ancient Rome.
   b. The Vatican.
   c. Compare with Athens, Constantinople, Jerusalem, Granada, Carthage.
   d. Religions in Europe.
15. St. Petersburg, the City of Peter the Great.
   a. Seat of Russian Government.
   b. Comparison with Moscow.
   c. Commerce. The Siberian Railroad.
16. Europe as a whole.
   a. Mountains and plains.
   b. Physical resources.
   c. Climatic conditions.
   d. Gulfs and seashore.

e. Compared with North American peninsulas.
f. Varied languages and nationalities.

EIGHTH GRADE.

1. The Suez Canal Route to India and Asia.
   a. England's relation to India.
   b. Comparison with route by Cape of Good Hope.
2. India, the Chief English possession.
   a. Other dependencies in Asia.
   b. Compare with other crown colonies.
3. Japan and progressive character of people.
   a. The Island Kingdom; customs.
   b. China and conservatism.
   c. Rivers and delta land; Rice culture.
4. Australia. Free self-governing colony.
   a. Compare with Canada, New Zealand, Cape Colony.
5. Java, and the Dutch.
   b. Compare with British Colonies.
6. General Survey of Asia.
   a. Mountains and deserts.
   b. Great river valleys and populations.
   c. Unprogressive nations as Persia, Afghanistan.
7. English in Africa.
   a. Other European possessions in Africa.
8. The Congo and the Nile.
   a. History of Congo Free State.
   b. Livingstone and Stanley.
9. The Desert of Sahara, and Deserts of Asia.
   a. Physical character of the desert; Climate, oases and irrigation.
   b. Caravan routes.
   c. Grazing; wandering tribes.
10. The Amazon. Tropical forests.
   a. Brazil; Climatic conditions.
   b. Commerce of the Amazon.
   c. Comparison with Congo and other great rivers.
11. Argentina, and the Spanish States.
   a. Cattle raising and Agriculture.
   b. Valley of the LaPlata compared with the Mississippi.
   c. Other Spanish States; Government and people.
12. The Panama Canal.
   a. History of its difficulties.
   b. Probable effects of its completion.
13. The United States and her colonies compared with England and her colonies.

Plant pansy seed in window box. Care of house plants.
The hen.
Reference: McMurry's Special Method in Science.
Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.
Spring signs.

SPRING.

Bird calendar. Study screech owl, hawk, blue jay, blackbirds, or other birds of the neighborhood. Do not overdo pictures.
Identification and calendar of oaks; leaves and blossoms. (N.) The Oaks; Keeler's Our Native Trees.
Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.
Biographical study of dandelion.
References: Bailey's Lessons With Plants; Scott's Nature Study and the Child.
Collect and plant tree seeds; catalpa, locust, red elm, white elm, silver maple, willow, cottonwood.
References: Hodge's Nature Study and Life. (N.) Spring Studies With Trees.
Pond animals: Excursions to obtain material: crayfish with young; frog spawn: insect larvæ (dragon fly, water tiger, etc.). (N.) Pond Studies; (N.) The Aquarium; Furneaux's Life in Ponds and Streams.
The gopher.
Reference: Brehm's Life of Animals.
Garden: morning glory, aster; gourds, cucumbers, radish, pumpkin. Transplant pansies. Three seeds or seedlings.

THIRD GRADE.

FALL.

Care of garden:
Morning glory: study plant and flower; collect seed. Other climbing plants: woodbine, Poison ivy, Boston ivy, wild cucumber, wild grape, etc.
Seed dispersal in dock, violet, balsam and tumbleweed.
Reference: (N.) Studies in Seed Dispersal.
Roadside plants:
Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.
Reference: Hodge's Nature Study and Life.
Insect preparation for winter; try to get locust to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

References: (N.) "Some Common Butterflies," Dickerson's Butterflies and Moths, Scudder's Guide to Butterflies.

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plant and upon tree seeds, or seedings in nursery bed. Leaf mould. How rich soil is formed.

Preparation and planting of tulip bed. (N.) Planting and care of fall bulbs.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving. (N.) Thanksgiving Nature Studies.

Barnyard fowls.

References: Shaler's Domesticated Animals; McMurry's Special Method in Science; Watson's Farm Poultry.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain, etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles's How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables: storing, preparation, ways of cooking. Purposes of cooking. The cooking of other foods. A topic in Physiology.

Reference: Farmers' Bulletin, No. 94. The Vegetable Garden.

WINTER.

Winter birds. Three food groups: woodpeckers, sparrows, birds of prey. Economic values as destroyers of insects, weed seeds and rodents. Migration problem largely a question of food supply; attracting the birds.

References: (N.) "The Woodpeckers;" (N.) "The Sparrows and Their Relatives;" (N.) "The Birds of Prey;" (N.) Winter Birds. Blanchan's How to Attract the Birds; McMurry's Nature Study Lessons.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink; habits, postures, exercise, breathing, ventilation, special senses, emergencies and minor accidents; contagious diseases. (N.) Hygiene for Primary Grades.

Uses of fire about the house; lighting; heating, cooking, laundry. Kinds of fuel; methods of use; danger, etc.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and function of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

Reference: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seedling, removing cotyledon.

References: Coulter's Plant Studies, Bergen's Foundations of Botany; (N.) "Experimental Plant Physiology."

The rabbit; (N.) Pet Animals; (N.) The School Zoo; Schmeil's Introduction to Zoölogy.

The toad from aquarium or from hibernation in window box.

Reference: Hodge's Nature Study and Life.

Weekly weather book. (N.) Weather Study for Primary Grades.

SPRING.

Tree Calendar: awakening of winter bud; transplanting of tree seedlings; excursions to obtain seedlings.

Further studies of familiar birds; nesting habits; peculiarities of flight.

Wild flowers; transplant to garden. Make room herbarium.

Collect toad spawn and rear tadpoles; excursion to pond.

References: Hodge's Nature Study and Life; (N.) Pond Studies; Holmes' Biology of the Frog; Morgan's Development of the Frog's Egg.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

References: Smith's Economic Entomology; Hodge's Nature Study and Life; Farmers' Bulletin.

A study of the lawn; making, rolling, seeding, fertilizing, watering, mowing; weeds, insects, birds, shrubbery, etc.

References: Bailey's Garden Making; Country Life in America, March, 1906.

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference: (N.) "Insect Galls on Trees."

The tulip bed, care of bed planted last fall; study of tulip flower.

Reference: (N.) The Lily Family.

The clovers: White, red and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

References: Bailey's Lessons with Plants; Darwin's Origin of Species; (N.) The Clovers and Their Relatives.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley, sweet peas, poppy, California poppy.

FOURTH GRADE.

FALL TERM.

Report of summer outings: nature discoveries and experience.

Care of the garden: gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoölogy; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N.) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons with Plants.

Planting of fall bulbs.

References: (N.) Planting and Care of Fall Bulbs

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N.) Pond Studies. Furneaux's Life in Pond and Stream.

Animals of the Zoo: a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industrie.

References: Schmeil's Introduction to Zoölogy; (N.) "The School Zoo;" Hornaday's American Natural History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N.) Pet Animals: Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seton, Long; Illinois Arbor Day Bulletin for 1908.

The turkey wild and domesticated, in connection with Thanksgiving. (N.) Thanksgiving Nature Studies: Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N.) The teeth.

WINTER TERM.

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia, (Star of Bethlehem), Phases of the Moon. Use of stars by navigators.

References: Ball's Starland; Cerviss' Astronomy with an Opera Glass.

A study of levers. Developed inductively. Begin with the crowbar as a tool, its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled—but not about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore arm is a lever.

Reference: Murche's Science Readers, Book VI.

Bones: the framework of the body. Bones as levers; attachment of muscles: support; protection; structure; kinds; the skeleton; accidents; hygiene.

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference: Blaisdell's Our Bodies and How We Live.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter.

Structure, function and care of the skin. Bathing. Effect of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References: (N.) The Window Garden and the Hotbed. Numbers of Garden Magazine and Country Life in America.

Forms of water; evaporation; freezing; solutions; filtering; etc. History of a raindrop. Drinking water; ice water. The refrigerator. Hard and soft water.

References: Scott's Nature Study and the Child; Tyndall's Forms of Water.

Cleanliness in the kitchen; sink; vent; disposal of water, smoke and gases. Insects, moulds, etc.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of the branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N.) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

References: (N.) "The Woodpeckers;" Eckstrom's Woodpeckers;

Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N.) Northern Illinois Flower Calendar.

Attraction of birds to the home grounds.

Poisonous Plants.

References: Farmers' Bulletin No. 86,—Thirty Poisonous Plants.

The pond; toad, mosquito, dragonfly. Metamorphosis.

References: (N.) Pond Studies; Hodge's Nature Study and Life.

The house fly.

Reference: Schmeil's Introduction to Zoölogy.

Comparative studies of shade trees.

Reference: Keeler's Our Native Trees.

The garden. Dahlia; carrot, parsnip, cotton, tree seeds. Varieties of radish and lettuce, to determine most desirable kinds. (The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.)

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N.) "Autumn Studies With Plants;" (N.) October.

Water in the plant. Experimental studies suggested by preceding topic.

References: (N.) "Experimental Study of Water in the Plant;" McMurry's Special Method in Elementary Science; Osterhout's "Experiments with Plants."

Special study of the oaks. Scarlet, red, bur and white oaks.

References: (N.) The Oaks; Keeler's "Our Native Trees."

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Reference: (N.) The Light Relation.

Forestry; forest preserves; uses of woods and modes of finishing woods; collection of woods; pioneering; Pilgrim's Thanksgiving.

References: Pinchot's Primer of Forestry (Government Bulletin); Bincken's N. A. Forests and Forestry; Hough's Collection of Woods; Yearbook, Dep't of Agriculture, 1896 and 1897.

The floors; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References: Colton's Zoölogy, Part II. (N.) A Study of the Fish.

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book.

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) Window Garden and Hotbed.

Begin Bird Calendar.

References: (N.) Birds to be Found in Northern Illinois in Winter; (N.) Northern Illinois Bird Calendar.

SPRING.

Plant pinks (Dianthus) in hotbed.

List of birds known. Bird Calendar.

Reference: (N.) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The Sparrows and Their Relatives;" Weed and Dearborn's Birds in their Relation to Man; Chapman's Handbook of Birds; Bulletin 55, New Hampshire Agricultural Experiment Station, The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture"; Forbush, "Useful Birds"; (N.) Bird Identification Chart.

The Audubon Society; its aims and its works; organization of a chapter.

References: Write Miss Mary Drummond, Spring Lane, Lake Forest, Ill., for Audubon Society Literature.

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture; Farmer's Bulletin No. 113, "The Apple and How to Grow It."

Cuttings and potting of geraniums.

The trillium. Detailed study of the plant; morphology and function of the flower parts.

References: (N.) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds, Yearbook, 1898—Weeds in Cities and Towns, (N.) Some Common Weeds.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

References: Bailey's Lessons with Plants; Forest Service Bulletin No. 46, "The Basket Willow."

Insect galls on trees; pine cone willow gall, coxcomb elm-leaf gall, currugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects: (N.) Insect Galls on Trees.

Garden: Potato; tomato; cabbage; peanut; egggplant, sweet potato pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

References: Bailey's Garden Making; Garden Magazine.

SIXTH GRADE.

FALL.

Care of the Garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: (N.) Cabbage Worm; Holland's Butterfly Book; Scudder's Butterflies; (N.) Some Common Butterflies.

Spiders; tarantula; scorpion; centipede.

References: Patterson's The Spinner Family; Report of Agricultural Experiment Station, Ithaca, N. Y., 1901; Emerton's Spiders.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles's How to Read a Pebble; Tarr's Physical Geography; Crosby's Common Minerals.

Origin and composition of soils.

References: King's The Soil; Burkett, Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of all bulbs. Preparation of soil.

(N.) Planting and Care of Fall Bulbs; (N.) Window Gardens.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in Their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: Le Conte's Geology; Dana's Corals and Coral Islands; Crosby's Common Minerals and Rocks.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, The Atmosphere; Waldo's Elementary Meteorology; (N.) The Barometer.

WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's About the Weather; (N.) Cyclones.

Circulation; a ten-weeks study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference. (N.) Physiology for Sixth Grade.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "Window Garden and the Hotbed."

Chemistry of cleaning; solvents for grease, paint, etc.; removal of dust; manufacure and use of soap.

The Metals.

Reference: McMurry's Special Method in Elementary Science.

SPRING.

Birds of prey.

References: (N.) Birds of Prey; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No. 59.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: (N.) "Identification of Trees in their Winter Habit;" Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: (N.) The Mustard Family; Bailey's Lessons with Plants; Gray's Manual of Botany.

Insects injurious to trees and garden; spraying.

References: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunder's Insects Injurious to Fruits; Farmers' Bulletin No. 127 "Important Insecticides."

Varieties of fruit trees.

Production of sugar from beets.

Reference: U. S. Dept. of Agriculture, Farmers' Bulletin No. 52.

Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: (N.) The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N.) "October"; (N.) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's American Natural History; Hodge's Nature Study and Life; Rick's Nature History Object Lessons; Schneil's Introduction to Zoölogy.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses: sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather bureau. Monthly weather book.

References: Harrington's about the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.

References: Beddard's Zoogeography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.

References: Tilden and Clark's Geography of Commerce; Chisholm's Handbook of Commercial Geography; Adams' Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees' Fertilizers; Roberts' Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture; Illinois Bulletin, "How to Maintain the Productive Capacity of Illinois Soils."

The fairy shrimp; type of life in the temporary pond.

Reference: (N.) Pond Studies.

The rose family, from botanical and economic standpoints.

Reference: (N.) The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.
References: (N.) The "Wood Warblers;" Chapman's Warblers; (N.) Northern Illinois Bird Calendar.
Poultry raising.
References: Watson's Farm Poultry; Shaler's Domesticated Animals; Farmer's Bulletins Nos. 41, 51, 200.
Lawn Decoration.
Study of the Food of Nestling Birds.
References: (N.) Schoolroom Study of a Robin's Nest; Yearbook of Dep't of Agriculture, 1900,—The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow; Herrick's Home Life of Wild Birds.
The clover family. Botanical and economic studies.
References: (N.) The Clovers and their Relatives; Bailey's Lessons with Plants; Illinois Bulletin.—"Alfalfa."
Bee, ant and wasp; the hive: economic value of wild bees.
References: Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.
Moss and fern; life histories.
Reference: (N.) The Moss and The Fern.
Garden: Experimental studies with fertilizers; radish, beets, corn, peas, cress. Canna, aster, hollyhock, heliotrope, castor-beans; care of grape vines; shrubs.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.
Care of the garden.
Continue herbarium, collecting fall flowers.
Classification of insects, with collection. Life histories. Economic entomology.
References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.
Agassiz Society.
Write E. F. Bigelow, Stanford, Conn., for literature.
Biographical study of the great naturalists.
A study of our common fishes.
References: (N.) A Study of the Fish; Jordon & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.
The composite family.
References: (N.) The Composite Family; Bailey's Lessons with Plants.
Study of fruits; akene, berry, pome, pepo.

References: (N.) October; Bailey s Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.

The dairy industry. Feeding. The silo. Milk testing.

References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep, dog. Ancestry; ecology breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals; (N.) The Dog.

A study of the stockyard, by-products. Utilization of waste.

Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports. Farmers' Institutes.

The Corn Plant; corn judging.

Telescope and microscope; stereopticon and camera. Studies in light; reflection and refraction. Lenses. The rainbow. Study of shadows. Lunar eclipses. The eye.

Forms of lighting: the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.

Manufacture of gas from coal.

Conservation of matter and of energy.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; wireless telegraphy; door bell; electric light, dynamo and motor; street car. The lightning rod; the X-Ray.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Water birds. Migration phenomena. Game Laws.

References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.

The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Hodge's Nature Study and Life; Weed's The Insect World; U. S. Dep't of Agriculture, Div. of Entomology, Cir. Nos. 13, 40.

Food storage in seeds. Seed testing.

Reference: Bergen's Foundations of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's Plants Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N.) Experiments with Seedlings.

Pollination; plant breeding; experiments with corn.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insect Guests.

The pine tree and its relatives.

References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.

Field crops; corn, oats, rye, wheat, alfalfa.

References: Government and State Bulletins.

Grafting and budding of fruit trees; pruning; care of orchard.

Smuts and rusts; moulds and mushrooms; fungous diseases.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonette; foxglove, sweet william; shrubs; landscape gardening; how to plant the home grounds.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that

the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies: and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natual interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best material for children; but it demands also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following out line method-course, covering the music work from the primary to the eighth grade inclusive.

PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest song she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O, I know another sweet song." (Treat it similarly with the children). After the children begin to sing, the teacher's care extends to the individual. Too loud? "O, our sweet little song!" Too slow? "O, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teacher as rapidly as possible of several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter?—Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building,—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to school." Teacher says: "What a pretty little song." "Children, let us play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the development of which goes hand in hand with melody.

1 2 1 2 1 2 1 2

(I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping then by *twos*, teacher

1 2 3 1 2 3

suggest as: (My name is) (Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't

Plant pansy seed in window box. Care of house plants.
The hen.
Reference: McMurry's Special Method in Science.
Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.
Spring signs.

SPRING.

Bird calendar. Study screech owl, hawk, blue jay, blackbirds, or other birds of the neighborhood. Do not overdo pictures.
Identification and calendar of oaks; leaves and blossoms. (N.) The Oaks; Keeler's Our Native Trees.
Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.
Biographical study of dandelion.
References: Bailey's Lessons With Plants; Scott's Nature Study and the Child.
Collect and plant tree seeds; catalpa, locust, red elm, white elm, silver maple, willow, cottonwood.
References: Hodge's Nature Study and Life. (N.) Spring Studies With Trees.
Pond animals: Excursions to obtain material: crayfish with young; frog spawn: insect larvæ (dragon fly, water tiger, etc.). (N.) Pond Studies; (N.) The Aquarium; Furneaux's Life in Ponds and Streams.
The gopher.
Reference: Brehm's Life of Animals.
Garden: morning glory, aster; gourds, cucumbers, radish, pumpkin. Transplant pansies. Three seeds or seedlings.

THIRD GRADE.

FALL.

Care of garden:
Morning glory: study plant and flower; collect seed. Other climbing plants: woodbine, Poison ivy, Boston ivy, wild cucumber, wild grape, etc.
Seed dispersal in dock, violet, balsam and tumbleweed.
Reference: (N.) Studies in Seed Dispersal.
Roadside plants:
Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.
Reference: Hodge's Nature Study and Life.
Insect preparation for winter; try to get locust to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

References: (N.) "Some Common Butterflies," Dickerson's Butterflies and Moths, Scudder's Guide to Butterflies.

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plant and upon tree seeds, or seedings in nursery bed. Leaf mould. How rich soil is formed.

Preparation and planting of tulip bed. (N.) Planting and care of fall bulbs.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving. (N.) Thanksgiving Nature Studies.

Barnyard fowls.

References: Shaler's Domesticated Animals; McMurry's Special Method in Science; Watson's Farm Poultry.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain, etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles's How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables: storing, preparation, ways of cooking. Purposes of cooking. The cooking of other foods. A topic in Physiology.

Reference: Farmers' Bulletin, No. 94. The Vegetable Garden.

WINTER.

Winter birds. Three food groups: woodpeckers, sparrows, birds of prey. Economic values as destroyers of insects, weed seeds and rodents. Migration problem largely a question of food supply; attracting the birds.

References: (N.) "The Woodpeckers;" (N.) "The Sparrows and Their Relatives;" (N.) "The Birds of Prey;" (N.) Winter Birds. Blanchan's How to Attract the Birds; McMurry's Nature Study Lessons.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink; habits, postures, exercise, breathing, ventilation, special senses, emergencies and minor accidents; contagious diseases. (N.) Hygiene for Primary Grades.

Uses of fire about the house; lighting; heating, cooking, laundry. Kinds of fuel; methods of use; danger, etc.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and function of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

Reference: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seedling, removing cotyledon.

References: Coulter's Plant Studies, Bergen's Foundations of Botany; (N.) "Experimental Plant Physiology."

The rabbit; (N.) Pet Animals; (N.) The School Zoo; Schmeil's Introduction to Zoölogy.

The toad from aquarium or from hibernation in window box.

Reference: Hodge's Nature Study and Life.

Weekly weather book. (N.) Weather Study for Primary Grades.

SPRING.

Tree Calendar; awakening of winter bud; transplanting of tree seedlings; excursions to obtain seedlings.

Further studies of familiar birds; nesting habits; peculiarities of flight.

Wild flowers; transplant to garden. Make room herbarium.

Collect toad spawn and rear tadpoles; excursion to pond.

References: Hodge's Nature Study and Life; (N.) Pond Studies; Holmes' Biology of the Frog; Morgan's Development of the Frog's Egg.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

References: Smith's Economic Entomology; Hodge's Nature Study and Life; Farmers' Bulletin.

A study of the lawn; making, rolling, seeding, fertilizing, watering, mowing; weeds, insects, birds, shrubbery, etc.

References: Bailey's Garden Making; Country Life in America, March, 1906.

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference: (N.) "Insect Galls on Trees."

The tulip bed, care of bed planted last fall; study of tulip flower.

Reference: (N.) The Lily Family.

The clovers: White, red and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

References: Bailey's Lessons with Plants; Darwin's Origin of Species; (N.) The Clovers and Their Relatives.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley, sweet peas, poppy, California poppy.

FOURTH GRADE.

FALL TERM.

Report of summer outings: nature discoveries and experience.

Care of the garden: gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoölogy; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N.) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons with Plants.

Planting of fall bulbs.

References: (N.) Planting and Care of Fall Bulbs

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N.) Pond Studies. Furneaux's Life in Pond and Stream.

Animals of the Zoo: a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industrie.

References: Schmeil's Introduction to Zoölogy; (N.) "The School Zoo;" Hornaday's American Natural History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N.) Pet Animals: Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seton, Long; Illinois Arbor Day Bulletin for 1908.

The turkey wild and domesticated, in connection with Thanksgiving. (N.) Thanksgiving Nature Studies: Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N.) The teeth.

WINTER TERM.

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia, (Star of Bethlehem), Phases of the Moon. Use of stars by navigators.

References: Ball's Starland; Cerviss' Astronomy with an Opera Glass.

UNIVERSITY OF ILLINOIS

A study of levers. Developed inductively. Begin with the crowbar as a tool, its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled. Introduce about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore arm is a lever.

PRESIDENT'S OFFICE.

Reference: Murche's Science Readers, Book VI.

Bones: the framework of the body. Bones as levers; attachment of muscles: support; protection; structure; kinds; the skeleton; accidents; hygiene.

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference: Blaisdell's Our Bodies and How We Live.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter.

Structure, function and care of the skin. Bathing. Effect of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References: (N.) The Window Garden and the Hotbed. Numbers of Garden Magazine and Country Life in America.

Forms of water; evaporation; freezing; solutions; filtering; etc. History of a raindrop. Drinking water: ice water. The refrigerator. Hard and soft water.

References: Scott's Nature Study and the Child; Tyndall's Forms of Water.

Cleanliness in the kitchen: sink; vent; disposal of water, smoke and gases. Insects, moulds, etc.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of the branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N.) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

References: (N.) "The Woodpeckers;" Eckstrom's Woodpeckers;

Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N.) Northern Illinois Flower Calendar.

Attraction of birds to the home grounds.

Poisonous Plants.

References: Farmers' Bulletin No. 86,—Thirty Poisonous Plants.

The pond; toad, mosquito, dragonfly. Metamorphosis.

References: (N.) Pond Studies; Hodge's Nature Study and Life.

The house fly.

Reference: Schmeil's Introduction to Zoölogy.

Comparative studies of shade trees.

Reference: Keeler's Our Native Trees.

The garden. Dahlia; carrot, parsnip, cotton, tree seeds. Varieties of radish and lettuce, to determine most desirable kinds. (The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.)

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N.) "Autumn Studies With Plants;" (N.) October.

Water in the plant. Experimental studies suggested by preceding topic.

References: (N.) "Experimental Study of Water in the Plant;" McMurry's Special Method in Elementary Science; Osterhout's "Experiments with Plants."

Special study of the oaks. Scarlet, red, bur and white oaks.

References: (N.) The Oaks; Keeler's "Our Native Trees."

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Reference: (N.) The Light Relation.

Forestry; forest preserves; uses of woods and modes of finishing woods; collection of woods; pioneering; Pilgrim's Thanksgiving.

References: Pinchot's Primer of Forestry (Government Bulletin); Bincken's N. A. Forests and Forestry; Hough's Collection of Woods; Yearbook, Dep't of Agriculture, 1896 and 1897.

The floors; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References: Colton's Zoölogy, Part II. (N.) A Study of the Fish.

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book.

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) Window Garden and Hotbed.

Begin Bird Calendar.

References: (N.) Birds to be Found in Northern Illinois in Winter; (N.) Northern Illinois Bird Calendar.

SPRING.

Plant pinks (Dianthus) in hotbed.

List of birds known. Bird Calendar.

Reference: (N.) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The Sparrows and Their Relatives;" Weed and Dearborn's Birds in their Relation to Man; Chapman's Handbook of Birds; Bulletin 55, New Hampshire Agricultural Experiment Station, The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture"; Forbush, "Useful Birds"; (N.) Bird Identification Chart.

The Audubon Society; its aims and its works; organization of a chapter.

References: Write Miss Mary Drummond, Spring Lane, Lake Forest, Ill., for Audubon Society Literature.

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture; Farmer's Bulletin No. 113, "The Apple and How to Grow It."

Cuttings and potting of geraniums.

The trillium. Detailed study of the plant; morphology and function of the flower parts.

References: (N.) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds, Yearbook, 1898—Weeds in Cities and Towns, (N.) Some Common Weeds.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

References: Bailey's Lessons with Plants; Forest Service Bulletin No. 46, "The Basket Willow."

Insect galls on trees; pine cone willow gall, coxcomb elm-leaf gall, currugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects; (N.) Insect Galls on Trees.

Garden: Potato; tomato; cabbage; peanut; egggplant, sweet potato pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

References: Bailey's Garden Making; Garden Magazine.

SIXTH GRADE.

FALL.

Care of the Garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: (N.) Cabbage Worm; Holland's Butterfly Book; Scudder's Butterflies; (N.) Some Common Butterflies.

Spiders; tarantula; scorpion; centipede.

References: Patterson's The Spinner Family; Report of Agricultural Experiment Station, Ithaca, N. Y., 1901; Emerton's Spiders.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles's How to Read a Pebble; Tarr's Physical Geography; Crosby's Common Minerals.

Origin and composition of soils.

References: King's The Soil; Burkett, Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of all bulbs. Preparation of soil.

(N.) Planting and Care of Fall Bulbs; (N.) Window Gardens.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in Their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: Le Conte's Geology; Dana's Corals and Coral Islands; Crosby's Common Minerals and Rocks.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, The Atmosphere; Waldo's Elementary Meteorology; (N.) The Barometer.

WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's About the Weather; (N.) Cyclones.

Circulation; a ten-weeks study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference. (N.) Physiology for Sixth Grade.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "Window Garden and the Hotbed."

Chemistry of cleaning; solvents for grease, paint, etc.; removal of dust; manufacure and use of soap.

The Metals.

Reference: McMurry's Special Method in Elementary Science.

SPRING.

Birds of prey.

References: (N.) Birds of Prey; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No. 59.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: (N.) "Identification of Trees in their Winter Habit;" Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: (N.) The Mustard Family; Bailey's Lessons with Plants; Gray's Manual of Botany.

Insects injurious to trees and garden; spraying.

References: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunder's Insects Injurious to Fruits; Farmers' Bulletin No. 127 "Important Insecticides."

Varieties of fruit trees.

Production of sugar from beets.

Reference: U. S. Dept. of Agriculture, Farmers' Bulletin No. 52.

Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: (N.) The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N.) "October"; (N.) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's American Natural History; Hodge's Nature Study and Life; Rick's Nature History Object Lessons; Schneil's Introduction to Zoölogy.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses: sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather bureau. Monthly weather book.

References: Harrington's about the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.

References: Beddard's Zoogeography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.

References: Tilden and Clark's Geography of Commerce; Chisholm's Handbook of Commercial Geography; Adams' Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees' Fertilizers; Roberts' Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture; Illinois Bulletin, "How to Maintain the Productive Capacity of Illinois Soils."

The fairy shrimp; type of life in the temporary pond.

Reference: (N.) Pond Studies.

The rose family, from botanical and economic standpoints.

Reference: (N.) The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.
References: (N.) The "Wood Warblers;" Chapman's Warblers; (N.) Northern Illinois Bird Calendar.
Poultry raising.
References: Watson's Farm Poultry; Shaler's Domesticated Animals; Farmer's Bulletins Nos. 41, 51, 200.
Lawn Decoration.
Study of the Food of Nestling Birds.
References: (N.) Schoolroom Study of a Robin's Nest; Yearbook of Dep't of Agriculture, 1900,—The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow; Herrick's Home Life of Wild Birds.
The clover family. Botanical and economic studies.
References: (N.) The Clovers and their Relatives; Bailey's Lessons with Plants; Illinois Bulletin.—"Alfalfa."
Bee, ant and wasp; the hive; economic value of wild bees.
References: Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.
Moss and fern; life histories.
Reference: (N.) The Moss and The Fern.
Garden: Experimental studies with fertilizers; radish, beets, corn, peas, cress. Canna, aster, hollyhock, heliotrope, castor-beans; care of grape vines; shrubs.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.
Care of the garden.
Continue herbarium, collecting fall flowers.
Classification of insects, with collection. Life histories. Economic entomology.
References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.
Agassiz Society.
Write E. F. Bigelow, Stanford, Conn., for literature.
Biographical study of the great naturalists.
A study of our common fishes.
References: (N.) A Study of the Fish; Jordon & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.
The composite family.
References: (N.) The Composite Family; Bailey's Lessons with Plants.
Study of fruits; akene, berry, pome, pepo.

References: (N.) October; Bailey s Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.

The dairy industry. Feeding. The silo. Milk testing.

References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep, dog. Ancestry; ecology breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals; (N.) The Dog.

A study of the stockyard, by-products. Utilization of waste.

Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports. Farmers' Institutes.

The Corn Plant; corn judging.

Telescope and microscope; stereopticon and camera. Studies in light; reflection and refraction. Lenses. The rainbow. Study of shadows. Lunar eclipses. The eye.

Forms of lighting: the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.

Manufacture of gas from coal.

Conservation of matter and of energy.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; wireless telegraphy; door bell; electric light, dynamo and motor; street car. The lightning rod; the X-Ray.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Water birds. Migration phenomena. Game Laws.

References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.

The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Hodge's Nature Study and Life; Weed's The Insect World; U. S. Dep't of Agriculture, Div. of Entomology, Cir. Nos. 13, 40.

Food storage in seeds. Seed testing.

Reference: Bergen's Foundations of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's Plants Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N.) Experiments with Seedlings.

Pollination; plant breeding; experiments with corn.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insect Guests.

The pine tree and its relatives.

References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.

Field crops; corn, oats, rye, wheat, alfalfa.

References: Government and State Bulletins.

Grafting and budding of fruit trees; pruning; care of orchard.

Smuts and rusts; moulds and mushrooms; fungous diseases.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonette; foxglove, sweet william; shrubs; landscape gardening; how to plant the home grounds.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that

the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies: and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natual interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best material for children; but it demands also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following out line method-course, covering the music work from the primary to the eighth grade inclusive.

PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest song she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O, I know another sweet song." (Treat it similarly with the children). After the children begin to sing, the teacher's care extends to the individual. Too loud? "O, our sweet little song!" Too slow? "O, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teacher as rapidly as possible of several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter?—Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building,—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to school." Teacher says: "What a pretty little song." "Children, let us play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the development of which goes hand in hand with melody.

1 2 1 2 1 2 1 2

(I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping then by *twos*, teacher

1 2 3 1 2 3

suggest as: (My name is) (Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't

that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished gladly by the director of this department upon request). "Children, all over the world the scale-song is sung with these little sylliables:—Do, ti, la, sol, fa, mi, re, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them). Then sing the down-scale followed by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasizing the extreme tones (octave drill); using fitting expressions, as "Birds fly" (1-8) "Rain Falls" (8-1).

Now the children are ready for the staff-house with its letters, name, the clef, the bars, the grouping-picture, and the maxim, " 'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure of the time signature; lead the children out through the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is outlined and furnished in the Primer of the Modern Music Course, moving from the song of its elements, as he has done from the first. In the primary grades the rote-song is preeminent.

Suggested Songs for Primary Grades

In the Sunny Southland Skylark The Two Flowers The Bold Commander Rest, Baby, Rest Trust	Wm. L. Tomlins.
Luther's Cradle Hymn Jolly Old St. Nicholas	J. R. Murrs.

Birthday of a King Mr. Frog Bluebird Little Yellow Chick Tiddley Winks	Neidlinger

Additional Songs for First and Second Year.

Gipsy Dandelion Squirrels' Tea Woodpecker Jacky Frost	Eleanor Smith Primer.
Pretty Little Snow Flakes	Patty Hill.
Tracks in The Snow	Gaynor.
Easter Songs	Eleanor Smith, No. 2.
The Little Plant	Poulsson.
Robin Song Shoe Makers	Gaynor, No. 1.
Making Bread	Poulsson.
Morning Songs and Games Good-By Songs Birthday Songs	Hill, Jenks & Walker, Gaynor.

Excellent desk books are:
Earth, Sea and Sky, Neidlinger.
Songs and Games, Clara Besson Hubbard.
Songs of the Child World, Jessie L. Gaynor.
Rote Song Book, American Book Company.
Codas, No. 8, 13, 15, 105, Ginn & Co.

INTERMEDIATE GRADES.

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.
3. Two part work, as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast divison of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases of natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work can not be over-estimated. Breaking into a history recitation with the martial, patriotic or other fitting songs is by no means a digression. A list of songs chosen with special reference to this end in singing is here given.

Unison songs:

F. W. Westhoff, Coda No. 272, Ginn & Co.
Steven C. Foster's Songs.
Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.
Academy Song Book, Ginn & Co.
The First Violet.
Star of the Summer Night.
Addison.
Avon.
Little Tin Soldier.
Rousseau-Herbert Hymn.

GRAMMAR GRADES. (Upper sixth, seventh and eight.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing." Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice, Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.
4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Beside the technical drills already mentioned, a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded music for the children of this age is herewith listed:

Patriotic songs of America, Coda 214, Ginn & Co.
Easy Three-part Songs, Coda 213.
Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.
Steven C. Foster's Songs.
Sacred Songs Old and New, Coda 217.
Old Ballads, folk songs and sketches from operas and standard works.
The eight volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They of all songs are the ones that pre-

serve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."
4. Neidlinger's "Birthday of a King."
5. Kuchen's "Lullaby."
6. Hayden's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, oh, Sleep."
9. Rousseau's Hymn, "Hush my Babe."

ADDITIONAL SONGS (for 3rd and 4th years.)

E. Smith, Part 2.
1. Stars and Daisies.

Gaynor, No. 1.
2. Froggies' Swimming School.

Jenks & Walker.
3. Come Little Leaves.

E. Smith, Book 1.
4. Wind Song.

Gaynor, No. 1.
5. Brownies' Dance.

Gaynor, Songs and Scissors.
6. Chrysanthemum Show.

Gaynor, No. 1.
7. Harvest of Squirrel and Honey Bee.

Gaynor, No. 2.
8. Thanksgiving Song.
9. Christmas Song.

Plan Book.
10. By the North Pole.
11. In Little January.

Gaynor, No. 1.
12. Valentine Songs.

Barnes.
13. Many Flags in Many Lands.

Gaynor, No. 1.
14. Blacksmith Song.
15. Easter Song.
16. Robin Song.

Knowlton.
17. Rollicking Robin.

Gaynor, No. 2.
18. Woodpecker.

19. Sparrow Song.
20. Bobolink.

Knowlton.

21. May Song.

Barnes.

22. May Flags.
23. America.
24. Battle Hymn of Republic.

Gaynor, Hill, Knowlton, Jenks & Walker.

25. Good Morning Songs.
26. Good Bye Songs.
27. Devotional Songs.

DRAWING.

Drawing is "a universal language" and as such is valuable as an added means of expression. In reading, literature, science, geography, history, etc., expression by drawing should be encouraged whenever it will aid in securing stronger impressions or in giving clearer ideas to others. In science, drawing is a very important means of *acquiring* knowledge; in other studies mentioned it is more useful in *expressing* knowledge. However, the ultimate aim in the drawing work should be the cultivation of a habit of susceptibility to, and the appreciation of beauty of form and color, and to this end the study of actual form is made the basis of original creative work on the part of the child, and he is encouraged always to give thought to good arrangement and spacing and to harmonious color schemes.

The mediums used in all grades and in each term according to the nature of work, are pencil, brush and ink, colored crayon, blackboard and crayon and water colors. Clay, raffia, native grasses and other fibers, paper, cardboard, etc., are used freely in constructive work in the primary grades, while the intermediate and grammar grade pupils get constructive work in the manual training course. In all shopwork and in some of the "making" in the primary grades, the constructive or working drawing plays an important part.

FALL TERM:—

Nature Study:—Autumn leaves, flowers, grasses, seed pods, fruits, vegetables. Landscape work, paying particular attention to the study of trees.

Illustrative work in connection with the other studies in the course.

Work related to the Thanksgiving and Christmas seasons—largely of the nature of decorative and constructive design.

WINTER TERM:—

Continue such of the topics already mentioned as relate themselves

to the winter season, the window garden furnishing material for further studies in plant work.

The subjects to which particular attention is given this term are figure pose and animal drawing. The figure pose, as far as may be, should illustrate the reading, literature, geography history and in the primary grades, children's work and play.

Object drawing, including toys, still life, and in the grammar grades, type forms (cube, cylinder, etc.) for developing principles of perspective. The forms should serve only as a means to an end and should be used sparingly.

SPRING TERM:—

Nature study as suggested by the season—growth of bud and blossom, grasses, birds, etc. Study and draw trees, dwelling upon characteristic form and color.

Landscape drawing expressing time of day, aspects of weather and changes of season in sky, land and water.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

3. To develop self-control, self-reliance, attention, concentration of thought, and dexterity, laying basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest through change of activity, and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combination of movements as are adapted to the age and surroundings of the child.

STUDENT TEACHERS, 1908-09.

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Ackert, Edith V.	3	3	Fisher, Clara		3
Atkins, Grace	3	3	Fleming, Anna	3	
Barr, Mildred	3		Fraser, Blanche	3	3
Badgley, Ila	3	3	Garrett, Jessie	3	3
Ballou, Fannie	3	3	Gastfield, Aurelia	3	3
Bautista, Santiago	3	3	Givens, Ellsworth	3	3
Bollinger, Florence	3	3	Godehn, Ruth	3	3
Boomer, Marion	3	3	Harmon, Edith	3	
Borman, Mabel	3	3	Hart, Deborah	3	
Bowers, Mildred	3	3	Hiland, Marietta	3	3
Brenneman, Elsa	3		Hobbs, Maude	3	3
Brothers, Clark		3	Hoffman, Edith	3	3
Burgess, Agnes	3	3	Holliston, Alice	3	
Campbell, Mildred		3	Hope, Irene	3	3
Cecil, Jessie	3	3	Horn, Elsie	3	
Chesebro, Hattie	3	3	Ivey, Edna	3	3
Churchill, Estella	3	3	Johnson, William	3	3
Collin, Signe	3	3	Johnston, Howard	3	3
Cook, Nellie Ray		3	Jones, Lillian	3	3
Coultas, Avis	3	3	Kepner, Edna	3	3
Coveny, Anna	3	3	King, Anna		3
Cramer, Lillian	3		King, Helen		3
Daggett, Clara	3		Kuble, Marie	3	
Dalziel, Agnes	3	3	Larson, Eva	3	3
Davis, Lillian	3		Lenzen, Mayme	3	3
Dietmeyer, Ethel	3	3	Lewis, Pauline	3	3
Doyle, Helen	3	3	Lobdell, Gertrude	3	
Dudley, Pearl	3	3	Loftus, Margaret	3	
Eck, Josephine	3	3	Love, Floyd	3	3
Emmert, Emma	3	3	McClatchey, Jessie		3
Ericson, Josephine		3	McCleary, Florence	3	3
Erwin, Elizabeth		3	McCormick, Julia		3
Fifield, Verna	3	3	McMurry, Donald	3	3

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
MacWilliams, Jennie	3		Sanford, Helen	3	
Mars, Grace	3		Seavey, Ruth	3	3
Melville, Zoe		3	Sheriff, Ethel		3
Mighell, Harriet	3		Smith, Florence Julia	3	
Miller, Lulu	3	3	Smith, Florence Malleville	3	3
Moorhead, Marie	3	3	Stevens, Eva		3
Morgenthaler, Edna	3	3	Taylor, Nina	3	3
Morris, Kittie	3	3	Thackaberry, Mamie	3	3
Nash, Laura E.	3		Thelander, Anna	3	3
Noltemeier, Ella	3		Thomas, Esther	3	3
Norris, Elizabeth	3	3	Thompson, Launa	3	3
Parker, Jessie		3	Truby, Ethel	3	3
Perkins, Mary	3		Tyrrell, Glen	3	
Plant, Ethel	3	3	Willment, Rosamond	3	3
Raplee, Mildred	3	3	Wilson, Beatrice	3	3
Rogers, Bessie	3	3	Woodburn, Roy	3	3
Root, Florence	3	3	Woodley, Helen	3	3
Rowley, Pearl	3	3			

POST GRADUATE STUDENTS.

Name.	County.	Town.
Heitter, Martin Luther	Stephenson	Eleroy
Johnston, J. Winifred	Cook	Oak Park

SPECIAL STUDENTS.

Corliss, Alida	(Iowa)	Sabula
Dickenson, Edythe	Kane	Batavia
Ditch, Mabelle	Ogle	Polo
Hagberg, Anna A	Cook	Chicago
Hill, Mrs. Mary	DeKalb	Sycamore
Horn, Elsie G	Cook	Chicago
Jarvis, Lena E.	DeKalb	DeKalb
Lobdell, Gertrude	Winnebago	Rockford
Loftus, Margaret J	Kane	Aurora
McWilliams, Jennie E	Kane	St. Charles
McCleary, Florence	Carroll	Chadwick
Mars, Grace E.	Cook	Chicago
*Melaik, Jessie	Henry	Kewanee
Millard, Nathan M.	Cook	Chicago
Nash, Laura E.	JoDaviess	Stockton
Noltemeier, Ella F.	Stephenson	Freeport
O'Rorke, Katherine	Ogle	Rochelle
Perkins, Mary K	Stephenson	Lena

Name.	County.	Town.
Riedy, Clara A	DuPage	Lisle
Rowe, Muriel	JoDaviess	Apple River
Scott. Amy J	LaSalle	Mendota
Scott, Thomas G	(Indiana)	Hebron
Sheetz, Esther	Stephenson	Freeport
Smiley, Bernice	DeKalb	DeKalb
Smith, Florence Julia	McHenry	Cary Station
Thompson, Ruth M	(Iowa)	Villisca
Tieken, Mary	(Iowa)	Ft. Madison
*Warber, Birdie R	DeKalb	DeKalb

Seniors of 1909.

Two-Year Course.

†Ackert, Edith Violet	Lee	Dixon
Atkins, Grace Bulstrode	Cook	Wilmette
Badgeley, Ila Grace	DeKalb	DeKalb
Ballou, Fannie Lillian	DuPage	Wheaton
Barnes, Florence Alice	(Iowa)	Fort Madison
Bollinger, Florence	DeKalb	Sycamore
Boomer, Marion Josephine	Kendall	Bristol
Borman, Mabel May	Whiteside	Morrison
Bowers, Mildred Grace	Lee	Ashton
Burgess, Agnes Grace	Ogle	Kings
Carney, Mabel	LaSalle	Marseilles
Cecil, Jessie Isabel	Bureau	Princeton
Cody, Hortense	Aurora	Kane
Collin, Signe Otelia	DeKalb	DeKalb
Cook, Nellie Ray	Cook	DesPlaines
Coultas, Florence Avis	DeKalb	Sycamore
Coveny, Anna Genevieve	JoDaviess	Elizabeth
Crandall, Mercy Edith	Winnebago	Rockford
Dalziel, Agnes Mary	Lake	Waukegan
Dietmeyer, Ethel Mary	Lake	Wadsworth
Dudley, Pearl	DuPage	Wheaton
Emmert, Emma Josephine	Cook	DesPlaines
Ericson, Josie Cecelia	DeKalb	Sycamore
Erwin, Elizabeth	Winnebago	Pecatonica
Fifield, Verna Emma	Cook	Evanston
Fisher, Clara Louise	Rock Island	Rock Island
Fraser, Blanche Iva	JoDaviess	Elizabeth
Garrett, Jessie	Kankakee	Momence
Godehn, Ruth	Rock Island	Moline

*Deceased Jan. 13, 1909.

†Deceased April 16, 1909.

Name.	County.	Town.
Hiland, Marietta Rose	DeKalb	DeKalb
Hobbs, Maude	McHenry	Woodstock
Hoffman, Edith Mae	Cook	DesPlaines
Hope, Mary Irene	DeKalb	DeKalb
Ivey, Edna N	JoDaviess	Elizabeth
King, Annie Elizabeth	DeKalb	DeKalb
King, Helen Annabelle	Kane	Elgin
Larson, Eva	DeKalb	DeKalb
Lenzen, Mayme	LaSalle	Peru
Lewis, Pauline Clara	Lee	Amboy
Miller, Lulu Alma	Lee	Franklin Grove
McClatchey, Jessie I	Winnebago	Rockford
Moorhead, Marie Alice	DeKalb	DeKalb
Morgenthaler, Edna	Cook	Wilmette
O'Connor, Mary Anthony	Stephenson	Freeport
Rogers, Bessie Louise	DeKalb	Sycamore
Root, Florence Evelyn	DeKalb	Sycamore
Rowley, Pearl Doris	DeKalb	Sycamore
Seavey, Ruth Elizabeth	Kane	Batavia
Sheriff, Ethel Ruth	Champaign	Champaign
Small, Fayette R	McHenry	N. Crystal Lake
Smith, Florence Mallville	(Iowa)	Villisca
Stevens, Eva Emily	Carroll	Savanna
Taylor, Nina Carver	Kendall	Plano
Thelander, Anna Emily	Kane	Batavia
Thompson, Launa	Mercer	Aledo
Willment, Rosamond	Cook	Chicago
Wilson, Beatrice Hope	Ogle	Byron
Woodley, Helen Jane	Cook	Evanston

Three-Year Course.

Brezer, Mollie Christina	Boone	Belvidere
Brothers, Clark Arthur	Woodford	El Paso
Campbell, Mildred A	DeKalb	DeKalb
Eck, Josephine Antionette	LaSalle	Troy Grove
Givens, Ellsworth Ward	DeKalb	Elva
Jones, Lillian S	DeKalb	Kirkland
Kepner, Edna N	Stephenson	Lena
Love, Floyd Ross	Stephenson	Freeport
McCormick, Julia	DeKalb	Shabbona
Melville, Zoe	Cook	Wilmette
Morris, Dessa Belle	Lee	Franklin Grove
Morris, Kittie Beulah	Whiteside	Lyndon
Plant, Ethel May	(Wisconsin)	Prentice

Name.	County.	Town.
Raplee, Mildred	DeKalb	Cortland
Thackaberry, Mamie	Whiteside	Tampico
Thomas, Esther Elizabeth	DeKalb	Sycamore
Woodburn, Roy Morton	Ogle	Byron

Four-Year Course.

Bautista, Santiago	Philippine Islands	San Isidro
McMurry, Donald LeCrone	DeKalb	DeKalb

Students who have Finished more than One Year in the Two-Year Course.

Billig, Florence G	Winnebago	Rockford
Doyle, Helen M	Lake	Waukegan
Churchill, Estelle L	DeKalb	Sycamore
Holliston, Alice B	LaSalle	Mendota
Kitterman, Edith	Bureau	Tiskilwa
Mighell, Harriet	Kendall	Plano
Murray, Anna L	DeKalb	DeKalb
Norris, Elizabeth	DuPage	West Chicago
Sokolouk, Lola H	Kane	Elgin
Truby, Ethel B	DeKalb	Sycamore
Tyrrell, Glen H	JoDaviess	Stockton
VanDriesen, Winifred	Kane	Elgin

Students who have Finished One Year in the Two-Year Course

Adamson, Georgia S	Kane	Geneva
Andrews, Edith H	Cook	Oak Park
Bahr, Alice M	DeKalb	DeKalb
Boom, Sara L	Winnebago	Rockford
Briggs, Leah K	Kane	Elgin
Burkard, Helen S	Stephenson	Freeport
Cattermole, Carolyn	DeKalb	Sycamore
Corey, Dorothy	DeKalb	DeKalb
Cortright, Cecil	Lee	Dixon
Daggett, Clara	Cook	La Grange
Engelbrecht, Elma C	Kane	Elgin
Fleming, Anna L	McHenry	Marengo
Gage, Edna M	Kane	Elgin
Gale, Mamie A	Stephenson	Freeport
Geoffroy, Elsina	Whiteside	Rock Falls
Gumz, Martha	Kane	Aurora
Harmon, Edith M	Whiteside	Morrison
Hill, Jessie M	Cook	Oak Park

Name.	County.	Town.
Johnson, Myra M	Kendall	Yorkville
Kahl, Edith M	McHenry	Crystal Lake
Kays, Mark	Putnam	Magnolia
Kern, Esther	Winnebago	Rockford
Koeller, Minnie	DeKalb	Colvin Park
Kuble, Anna M	JoDaviess	Galena
Luetke, Grace	Cook	Oak Park
McCornack, Eva J	Kane	Elgin
Nilson, Pearl J	DeKalb	Sycamore
Peterson, Cora J	Henry	Cambridge
Phillips, Cora M	Bureau	Princeton
Robertson, Eunice	Dupage	West Chicago
Rogers, May W	Kane	Elgin
Sanford Helen M	McHenry	Woodstock
Shurtleff, Zada	Ogle	Byron
Smith, Gertrude B	Lee	Paw Paw
Stene, Randa	Kane	Elgin
Suit, Estelle G	Cook	Pullman
Sullivan, Lillian	Cook	Chicago
Thompson, Mabel	Kane	Aurora
Thye, Lilly T	Cook	Chicago
Walker, Grace	Cook	Clyde

Students who have Finished Less than One Year in the Two-Year Course

Almendinger, Clara	DuPage	West Chicago
Anderson, Marguerite	Bureau	Dover
Babcock, Ada	Ogle	Flagg Center
Barr, Gertrude M	DeKalb	DeKalb
Bergeson, Ruby	LaSalle	Earlville
Bickford, Helen G	Cook	Chicago
Cameron, Maude	Bureau	Spring Valley
Carroll, Elva M	DeKalb	DeKalb
Carey, Agnes E	McHenry	Ringwood
Cash, Winifred	McHenry	Harvard
Dierdorff, Lee H	Lee	Franklin Grove
Fuller, Lulu	DeKalb	DeKalb
Garnett, Helen R	Lake	Highland Park
Gaskill, Blanche D	Bureau	Buda
Glidden, Nan	DeKalb	DeKalb
Goble, Elsie	La Salle	Earlville
Hammett, Dorothy B	DuPage	Wheaton
Hatch, Neva Pearl	Kendall	Plano
Hill, Luella	Jersey	Jerseyville

Name.	County.	Town.
Hoisington, Florence	Ogle	Stillman Valley
Kirk, Mrs. Susie	Cook	Chicago
Kocher, Lillian	Kane	Elgin
Larson, Gladys	DeKalb	DeKalb
Leigh, Ora M	Perry	DuQuoin
Lindner, Emma	Kendall	Plano
Lintner, Ada G	DeKalb	Hinckley
McGinnis, Anna M	Ogle	Rochelle
Mahaffey, Hazel	DeKalb	DeKalb
Marston, Ava P	DeKalb	DeKalb
Midgely, Alice M	Kane	Elgin
Moore, Genevieve A	Stephenson	Freeport
Muladore, Nellie	Kane	Aurora
Murray, Hanna E	DeKalb	DeKalb
Norris, Fannie	DeKalb	DeKalb
Reitsch, Lillian	Winnebago	Rockford
Setchell, Leila A	La Salle	Mendota
Shaw, Mabelle M	Kane	Big Rock
Stegmeier, Carolyn	DeKalb	DeKalb
Stemwell, Grace S	Cook	Maywood
Tobin, Katharine	Kane	Gilberts
Tuthill, Maude E	Kane	Elgin
Underwood, Hazel	DeKalb	Sycamore
Van Dusen, Laura	DeKalb	Sycamore
Whitmore, Vida L	DeKalb	DeKalb
Wiley, Eliza M	Stephenson	Lena
Wirtz, Ione M	DeKalb	DeKalb

Students who have Finished More than Two Years in the Three-Year Course.

Chesebro, Hattie	DeKalb	DeKalb
Davis, Lillian	Cook	Edison Park
Dettmer, Blanche	DeKalb	Sycamore
Gastfield, Aurelia	Lake	Deerfield
Johnson, William A	Winnebago	Capron
Johnston, Howard N	Ogle	Byron
Wilkinson, Alice M	DeKalb	Clare

Students who have Finished Two Years in the Three-Year Course.

Anderson, Alice B	Kankakee	Herscher
Barr, Rita Mildred	Will	Braidwood
Barron, Louese	DeKalb	Sycamore

Name.	County.	Town.
Bemisderfer, Mary Katharine	Will	Monee
Bishop, Georgia Isabel	Ogle	Stillman Valley
Brenneman, Elsa B	Putnam	Florid
Carmichael, A. Marguerite	Ogle	Stillman Valley
Cooper, M. Bessie	Mercer	Hamlet
Cramer, L. Della	Carroll	Mt. Carroll
Eddy, Ruie Ethel	Lake	Zion City
Eriksen, Louise	Kendall	Newark
Haefele, Pluma Vern	Rock Island	Reynolds
Harris, Blanche H	Grundy	Braceville
Hart, Deborah A	DeKalb	Malta
Holm, Lawrence P	Grundy	Gardner
Jones, Mamie E	Lee	Franklin Grove
Langford, Mildred E	Whiteside	Sterling
Lucas, Elizabeth M	Boone	Belvidere
McGrath, Robert T	Carroll	Mt. Carroll
O'Brien, Walter L	Kane	Maple Park
Porter, Ruth E	Henry	Atkinson
Seely, Ethel H	DeKalb	Hinckley
Shapland, Marion B	Bureau	Manlius
Wright, Florence M	DeKalb	Malta

Students who have Finished More than One Year in the Three-Year Course

Name.	County.	Town.
Bailey, Leona L	Grundy	Braceville
Boyle, Gertrude	DeKalb	Sycamore
Bryson, Florence M	Jo Daviess	Elizabeth
Duffy, Anna I	DeKalb	Waterman
Graham, Nora T	DeKalb	Waterman
Hiland, Olena Tomina	Lee	Steward
Hoffman, Blandina	Will	Monee
Howatt, Margaret B	Will	Braidwood
Kempson, Rosa	DeKalb	Malta
Larson, Jessie	DeKalb	Sycamore
Maynard, Laura G	Bureau	Tiskilwa
Middleton, Mary Mabel	Kane	Maple Park
Scott, Anna M	Will	Braidwood
Thurston, Mary	Kane	Maple Park
Vial, Margaret	Cook	La Grange
White, Ada E	DeKalb	DeKalb
Williamson, Nettie E	Carroll	Zion

Students who have Finished One Year in the Three-Year Course.

Name.	County.	Town.
Bates, Mary L.	Winnebago	Rockton
Benson, Lillian L.	DeKalb	Kirkland
Cook, Rosetta	DeKalb	DeKalb
Dart, Myrtle	Stephenson	Rock City
Forsberg, Lillian	Winnebago	Roscoe
Gingrich, Bernice	Stephenson	Orangeville
Graham, Ruth S.	DeKalb	Waterman
Hager, Luella S.	Cook	Barrington
Horning, Pearl	Whiteside	Lyndon
Huling, Ethel	Cook	Harvey
Johnson, Laura A.	Winnebago	Durand
Johnson, Nellie Mae	Winnebago	Durand
Lambert, Annette	Carrol	Savanna
McCabe, Verna E.	DeKalb	Malta
Mon, Ora M.	Lee	Dixon
Nichols, Lula	DeKalb	Kingston
Osmun, Isabel H.	McHenry	N. Crystal Lake
Parker, Jessie	DeKalb	Kingston
Pratt, Ellen June	Jo Daviess	Elizabeth
Tweed, Clara	DeKalb	DeKalb
Wilson, Albert E.	Cook	Chicago
Wollensak, Florence P.	DeKalb	Sycamore

Students who have Finished Less than One Year in the Three-Year Course.

Bender, Lloyd	Stephenson	Kent
Bentley, Iva L.	Winnebago	Seward
Buck, Eunice	Winnebago	Cherry Valley
Bushman, Grace	Whiteside	Coleta
Campbell, Enid	DeKalb	Malta
Clapsaddle, Joyce	LaSalle	Leland
Doyle, Alice E.	Will	Manhattan
Fadden, Eva L.	Whiteside	Lyndon
Gillis, Jennie E	Ogle	Creston
Haish, Verna M.	DeKalb	Hinckley
Holland, Ernest R.	DeKalb	DeKalb
Hunter, Harriet	Winnebago	Rockford
Johnson, Estella	DeKalb	DeKalb
Joslyn, J. Louise	DeKalb	Sycamore
Keefe, Catherine	DeKalb	Sycamore
Lancaster, Mary A.	Lake	Deerfield
O'Brien, Frank L.	Kane	Maple Park
Parmenter, Harriet	Whiteside	Lyndon

Name.	County.	Town.
Pattee, Helen	Kane	Elburn
Perry, Mayme C	Ogle	Lindenwood
Redmond, John	DeKalb	Carlton
Reynolds, Myrtle L	Ogle	Rochelle
Sanderson, Pearle	LaSalle	Leland
Sawyer, James	DeKalb	Waterman
Schony, Carrie B	Stephenson	Red Oak
Seely, Florence G	DeKalb	Hinckley
Shaw, Harriet F	Whiteside	Albany
Shriner, Hazel Mae	Lee	Franklin Grove
Stott, Walter	Lee	Dixon
Troxell, Fern	Jo Daviess	Stockton
Underwood, Adra	Kane	Elburn
Walter, Margaret	DeKalb	Sycamore
Whitney, Mary E	Winnebago	Seward
Woodford, Sarah C	Whiteside	Albany

Students who have Finished Less than Two Years in the Four-Year Course.

Hewitt, Madaline C	Kane	Elgin
Kliber, Elsie	DeKalb	Sycamore

Students who have Finished Two Years in the Four-Year Course for Graduates of Rural Schools.

Bailey, Sadie Rae	Grundy	Braceville
Darnell, Alice	DeKalb	Sycamore
Gillis, Alice	DeKalb	Malta
Hall, Tannie C	McHenry	Marengo
Hubbard, Clara B	DeKalb	Hinckley
Keifer, Nellie A	Jo Daviess	Stockton
Lynch, Bessie	DeKalb	Waterman
Manroe, Hazel A	DeKalb	DeKalb
Quinn, Lucy A	DeKalb	Malta

Students who have Finished One Year in the Four-Year Course for Graduates of Rural Schools.

Bennett, Myrtle I	DeKalb	Waterman
Benson, Minnie L	DeKalb	Rollo
Cole, David S	McHenry	Harvard
Eddy, Blanche E	Lake	Zion City
Ghilain, Marie	Will	Braidwood
Gleason, Margaret	DeKalb	DeKalb
Heeren, Tillie F	Stephenson	German Valley
Lucas, Golda	DeKalb	Clare
Willie, Laura M	(Oklahoma)	Supply

Students who have Finished Less than One Year in the Four-Year Course for Graduates of Rural Schools.

Name.	Town	County.
Boeckmann, Arthur	Will	Beecher
Delbridge, Orva	DeKalb	Malta
Engle, Mrs. Mary	Knox	Galesburg
*Falk, Frank A	DeKalb	DeKalb
Finkenbinder, Laura	Stephenson	Kent
Fogel, Dart	Carroll	Milledgeville
Hughes, Etta	Jo Daviess	Woodbine
Jones, Lillian A	Stephenson	Red Oak
Keough, Mary A	Lake	Fairview
Lawlor, Agnes C	Will	Manhattan
Lawlor, Genevieve	Will	Manhattan
Lawson, Elmer H	Carroll	Milledgeville
Lindeman, William	Stephenson	Red Oak
Meehan, Margaret	Boone	Belvidere
Minssen, Herman	Whiteside	Lyndon
O'Connell, Nellie	DeKalb	Shabbona
O'Kane, Ivy B.	Ogle	Polo
Rossmann, Mae Eva	Ogle	Creston
Sawyer, Harrison	DeKalb	Waterman
Sommerfeldt, Albert	Madison	Highland
Stoll, Mabel	Stephenson	Red Oak
Thompson, Nina C	Ogle	Monroe Center
Turnbaugh, Nora	Carroll	Thomson
Wallis, Bertha	DeKalb	DeKalb
Wright, Lepha	Carroll	Thomson
Wright, Willard Russel	Stephenson	Winslow

Students who have Finished Three Years in the Four-Year Classical Course.

McMurry, Ruth Emily	DeKalb	DeKalb

Students who have Finished Two Years in the Four-Year Classical Course.

Wilson, Lena R	DeKalb	Kingston

Students who Attended the Summer School, June 28 to Aug. 6.

Aberg, Jennie M	Sycamore	DeKalb
Allen, Beulah May	Waterman	DeKalb
Allen, Edna Elizabeth	Tampico	Whiteside
Allen, Veronica Eulilia	DeKalb	DeKalb
Almendinger, Clara B.	West Chicago	DuPage

*Deceased June 23, 1909.

Name	Town	County.
Anderson, Adele C	Princeton	Bureau
Anderson, Alice L	Hanover	Jo Daviess
Anderson, Nina B	Pecatonica	Winnebago
Anderson, Reta June	Harvey	Cook
Andrew, Ruth E	Harlem	Winnebago
Armstrong, Katharine M	Rockton	Winnebago
Arnold, Helen F	Dixon	Lee
Ashley, Nannie E	Wheaton	DuPage
Babcock, Ada	Rochelle	Ogle
Babin, Ida M	Kankakee	Kankakee
Baddaker, Emma	Waukegan	Lake
Bahlman, Lillian F	Beecher	Will
Bahr, Alice May	DeKalb	DeKalb
Bailey, Leona	Braceville	Grundy
Baker, Alice J	Crete	Will
Baker, Anna D	Streator	LaSalle
Baker, Edith M	Carpenterville	Kane
Baker, Ella L	Woodstock	McHenry
Baker, Nellie J	Waterman	DeKalb
Baldwin, Genevieve	Genoa	DeKalb
Barber, Helen	Cedarville	Stephenson
Baum, Mrs. Dora	Shannon	Carroll
Bautista, Santiago	San Isidro	(Philippine Island)
Benson, Lillian L	Kirkland	DeKalb
Benson, Mabel E	DeKalb	DeKalb
Benson, Mina Z	Pecatonica	Winnebago
Bender, Lloyd	Kent	Stephenson
Benton, Ada	Elburn	Kane
Berkstresser, Hattie H	Mt. Carroll	Carroll
Bickford, Helen G	Chicago	Cook
Bisher, Anna	Granville	Putnam
Bisher, Mary Madeline	Granville	Putnam
Blagden, Helen L	Sycamore	DeKalb
Blair, Mary E	Joliet	Will
Bolcum, Edna M	Wasco	Kane
Bolcum, Esther	Wasco	Kane
Bollinger, Florence	Sycamore	DeKalb
Boston, Irma W	Yorkville	Kendall
Bowles, Marjorie	DeKalb	DeKalb
Bradley, Hazel J	Sandwich	DeKalb
Bricher, Gertrude	Geneva	Kane
Brisbin, Della M	Maple Park	Kane
Brothers, Clark	ElPaso	Woodford
Burke, Margaret Walsh	Winnebago	Rockford

Name	Town	County.
Burns, Mamie E	Rockford	Winnebago
Burr, Frances L	Batavia	Kane
Bush, Mrs. Clara	Milledgeville	Carroll
Byerhof, Josephine	Shabbona	DeKalb
Cahill, Elizabeth	Stockton	Joe Daviess
Campbell, Enid	Malta	DeKalb
Campbell, Mildred	DeKalb	DeKalb
Carlson, Helga C	Arlington	Bureau
Carroll, Elva	DeKalb	DeDalb
Carroll, Mamie E	Stockton	Jo Daviess
Carter, Jessie	DeKalb	DeKalb
Chesebro, Hattie S	DeKalb	DeKalb
Chittenden, Blanche M	Lake	Gurnee
Church, Ethel	Clinton	(Wisconsin)
Churchill, Estelle L	Sycamore	DeKalb
Clark, Emelyn J	Mendota	LaSalle
Clark, Marjorie E	Sycamore	DeKalb
Cleveland, Ada M	Rockford	Winnebago
Cody, Hortense	Aurora	Kane
Collins, Elsie M	Oswego	Kendall
Conard, Althea	Maywood	Cook
Confrey, J. Burton	LaSalle	LaSalle
Constable, Hazel M	Paw Paw	Lee
Cooper, Bessie	Aledo	Mercer
Craig, Marian H	Chicago	Cook
Cramer, Lillian Della	Mt. Carroll	Carroll
Crandall, Mercy Edith	Rockford	Winnebago
Crapser, Nellie F	Shabbona	DeKalb
Crill, Marjorie J	DeKalb	DeKalb
Croker, Delia M	Libertyville	Lake
Crowder, Mae G	Durand	Winnebago
Dadds, Anna M	DeKalb	DeKalb
Dailey, Ruth I	Woodstock	McHenry
Daley, Muriel J	Shabbona	DeKalb
Davis, Margaret E	Sycamore	DeKalb
Davison, Bertha A	Carlton	DeKalb
Deegan, Ella M	Shabbona	DeKalb
Deland, George	Cortland	DeKalb
Delles, Rose M	Sycamore	DeKalb
Dettmer, Blanche	Sycamore	DeKalb
Diedrich, Anna	DeKalb	DeKalb
Diener, Ella E	Downers Grove	DuPage
Divine, Mabel A	Sycamore	DeKalb
Dixon, Rosella	Joliet	Will

Name	Town	County.
Doll, Mayme	Apple River	Jo Daviess
Downey, Lulu M	Rock Falls	Whiteside
Doyle, Helen M	Waukegan	Lake
Doyle, Mary Ellen	Maple Park	Kane
Drake, Birdie B	Genoa	DeKalb
Duers, Maggie M	Wauconda	Lake
Durham, Eva I	Mt. Carroll	Carroll
Durham, Frances	Mt. Carroll	Carroll
Dwyer, Elizabeth	Elgin	Kane
Eddy, Ada	Cherry	Bureau
Edmison, Fay	Rockford	Winnebago
Edwards, Cosa M	Waukegan	Lake
Elliston, Lorene	Bureau	Bureau
Emmert, Emma J	Des Plaines	Cook
Eriksen, Julia Louise	Newark	Kendall
Fassett, Zoe A	Maywood	Cook
Faulkner, Pearl	Wadsworth	Lake
Feldkirchner, Edna	Dixon	Lee
Fischer, Lucy	Bensenville	DuPage
Fisher, Minnie	Elgin	Kane
Fitzgerald, Agnes	Marengo	McHenry
Fitzgerald, Mary Rose	DeKalb	DeKalb
Flewellin, Gladys M	Shabbona Grove	DeKalb
Fogarty, Anna M	Dixon	Lee
Forsberg, Ruth E	Roscoe	Winnebago
Forsyth, Ginevra	Rockford	Winnebago
Fossler, H. Ray	Adeline	Ogle
Frear, Elizabeth	Wauconda	Lake
Frederick, Hazel E	Big Rock	Kane
Frederick, Leo	Kirkland	DeKalb
Freyhage, Mary	Apple River	JoDaviess
Fuller, Lulu	DeKalb	DeKalb
Gabel, Otto J	Shabbona	DeKalb
Gaffey, Eva	Morrison	Whiteside
Galass, Mabel	Joliet	Will
Garret, Jessie	Momence	Kankakee
Garrity, Mary B	Spring Valley	Bureau
Gastfield, Aurelia	Deerfield	Lake
Gastfield, Frances	Deerfield	Lake
Gibbs, Frances	Byron	Ogle
Gieson, Anna M	Chadwick	Carroll
Gieson, Rosa M	Chadwick	Carroll
Giffen, Hazel N	Rockford	Winnebago
Gillis, Laura Amy	Malta	DeKalb

Name	Town	County.
Gleason, Mary Agnes	Geneseo	Henry
Gleason, Nellie M	DeKalb	DeKalb
Gould, Jennie L	Belvidere	Boone
Gowdy, Helen M	Lake Bluff	Lake
Graham, Hulda M	Freeport	Stephenson
Gran, Agnes E	Cambridge	Henry
Gran, Mabel M	Cambridge	Henry
Gregg, Rachel A	Aurora	Kane
Green, Dolly	Waterman	DeKalb
Grell, Clara H	Kewanee	Henry
Greve, Eva M	Ashton	Lee
Griffen, Grace M	DeKalb	DeKalb
Gropp, Anne E	Sycamore	DeKalb
Grover, Kate B	Stillman Valley	Ogle
Grow, Irma H	Oregon	Ogle
Haegg, Martha H	Rockford	Winnebago
Hagberg, Anna A	Chicago	Cook
Hager, Luella S	Barrington	Cook
Hall, Edith P	Paxton	Ford
Hain, Myrtle M	Franklin Grove	Lee
Halsey, Lydia P	Pecatonica	Winnebago
Hammerschmidt, Lucile	Savanna	Carroll
Hammett, Dorothy	Wheaton	DuPage
Hancock, Elizabeth	Rockford	Winnebago
Hanlay, Elizabeth L	LaSalle	LaSalle
Hardy, Dora C	Roscoe	Winnebago
Hardy, Margaret E	LaSalle	LaSalle
Hardy, Ruth	Roscoe	Winnebago
Hartman, Grace A	Mt. Carroll	Carroll
Hatch, Caroline E	DeKalb	DeKalb
Hatch, Neva Pearl	Plano	Kendall
Hawk, Hattie M	Mt. Carroll	Carroll
Hays, Meigs S	Andalusia	Rock Island
Hax, Margaret	Sterling	Whiteside
Heavenhill, Vera	Sheridan	LaSalle
Henkel, Estelle M	Spring Valley	Bureau
Hensel, Grace	Princeton	Bureau
Herrington, Ruth Agnes	West Chicago	DuPage
Hewes, Ethelyn	Crete	Will
Hewitt, Madeline C	DeKalb	DeKalb
Hickok, Howard	Troy Grove	LaSalle
Hight, Mrs. Belle	Ladd	Bureau
Hyertstedt, Myrtle M	DeKalb	DeKalb
Hiland, Mrs. A. M	DeKalb	DeKalb

Name	Town	County.
Hoffman, Blandina	Monee	Will
Hohm, Harley D	Sycamore	DeKalb
Holbrook, Ida B	Sterling	Whiteside
Holland, Mae F	Sycamore	DeKalb
Holtje, Bertha C	Prairie View	Lake
Horan, Cecelia Gertrude	Maple Park	DeKalb
Horn, Florence L	Chicago	Cook
Horning, Nora Pearl	Lyndon	Whiteside
Hubbard, Nellie W	DeKalb	DeKalb
Hubbard, Ruth E	DeKalb	DeKalb
Heuber, Grace	Malta	DeKalb
Hughes, Etta	Woodbine	Jo Daviess
Hurley, Alice	Albany	Whiteside
Hynds, Julia B	Morris	Grundy
Illig, Helen	Genoa	DeKalb
Irwin, Alice	Chicago	Cook
Jarvis, Lena	DeKalb	DeKalb
Jenkins, Edith L	DeKalb	DeKalb
Jocelyn, Bernice	Dixon	Lee
Johnson, Estelle	DeKalb	DeKalb
Johnson, Magda	Waukegan	Lake
Johnson, Nellie Mae	Durand	Winnebago
Johnson, Nina	Crystal Lake	McHenry
Johnson, Selma W	Rockford	Winnebago
Johnson, Stella Iolene	Capron	Boone
Johnston, Howard N	Byron	Ogle
Jones, Mayme E	Wyanet	Bureau
Jordan, Cleo M	Cortland	DeKalb
Jordan, Mary Elizabeth	DeKalb	DeKalb
Kaufmann, Myrtle L	Freeport	Stephenson
Keating, Elizabeth C	Kewanee	Henry
Keator, Jeannette	Polo	Ogle
Kehl, Leone Ruth	Sandwich	DeKalb
Kelley, Elizabeth	Taylor Ridge	Rock Island
Kenneth, Hazel M	Dixon	Lee
Kempson, Rosa	Malta	DeKalb
Kennedy, Mary	Albany	Whiteside
Keough, Mary Agnes	Prairie View	Lake
Keough, Nellie	Prairie View	Lake
Kiefer, Nellie A	Stockton	Jo Daviess
Kilmer, Beulah M	DeKalb	DeKalb
Kingery, Louisa Ella	Mt. Carroll	Carroll
Kimball, Emery L	Ridgefield	McHenry
Kirby, Margaret Ellen	Steward	Lee
Kirk, Mrs. Susie	DeKalb	DeKalb

Name	Town	County.
Kirk, Heagle	DeKalb	DeKalb
Kirk, Verna May	DeKalb	DeKalb
Kissick, Eena	Tiskilwa	Bureau
Kliber, Elsie May	Sycamore	DeKalb
Klutas, Fred L.	Round Grove	Whiteside
Kocher, Lillian A	Elgin	Kane
Knock. Wilhemina C	Naperville	DuPage
Kosher, Gertrude	Lanark	Carroll
Ladd, Charlotte	Rochelle	Ogle
Laible, Lavina A	Dakota	Stephenson
Lambert, Annette	Savanna	Carroll
Lancaster, Mary Anna	Deerfield	Lake
Larsen, Gladys	DeKalb	DeKalb
Larsen, Jessie A	Sycamore	DeKalb
Larsen, Madaline J	Sycamore	DeKalb
Lattin, Zaida	Sycamore	DeKalb
Lavery, Honora	Kankakee	Kankakee
Lehmann, Alma.	Monee	Will
Lenzen, Mayme	Peru	LaSalle
Lewis, Mabel G	Neponset	Bureau
Lewis, Pauline	DeKalb	DeKalb
Lindberg, Elida E	DeKalb	DeKalb
Lobdell, Gertrude	Rockford	Winnebago
Lodeski, Celia A	Gurnee	Lake
Lodeski, Florence M	Gurnee	Lake
Loftus, Margaret	Aurora	Kane
Long, Lulu B	Amboy	Lee
Loomis, Myrtle I	Somonauk	DeKalb
Lorenzen, Bessie O	Cortland	DeKalb
Love, Alta	DeKalb	DeKalb
Lucas, Elizabeth	Clare	DeKalb
Lucas, Rose J	Clare	DeKalb
Ludwick, Maude L	Mt. Carroll	Carroll
Lyster, Grace A	Harvey	Cook
McCabe, Margaret	DeKalb	DeKalb
McCabe, Verna E	Malta	DeKalb
McCarthy, Lucie I	Harvard	McHenry
McClure, Eunice R	Tampico	Whiteside
McConnell, Blanche	Sioux City	(Iowa)
McCormick, Julia	Shabbona	DeKalb
McDonald, Ethel E	Evanston	Cook
McGrath, Robert T	Mt. Carroll	Carroll
McLean, Doris K	DeKalb	DeKalb
McNames, Jessie F	Sycamore	DeKalb

Name	Town	County.
McMurry, Donald	DeKalb	DeKalb
McPartlin, Loretta I	Joliet	Will
Mahaffey, Hazel F	DeKalb	DeKalb
Mahon, Loretta	Hartland	McHenry
Maley, Iva K	Rochelle	Ogle
Mann, Edith M	Batavia	Kane
Mars, Grace E	Chicago	Cook
Marshall, Ethel F	Fulton	Whiteside
Marston, Ava	Carlton	DeKalb
Martin, Lucille M	Zion City	Lake
Martin, Viola L	Wauconda	Lake
Maute, Flora	Frankfort	Will
Meech, Frances	Rockton	Winnebago
Metzler, Rosa L	Naperville	Du Page
Meyer, Minnie K	Barrington	Lake
Meyers, Clara Agnes	Florence Station	Stephenson
Meyers, Alice Cora	Freeport	Stephenson
Meyers, Wm. Horace	Milledgeville	Carroll
Michael, Emma H	Roscoe	Winnebago
Middleton, M. Mabel	Sycamore	DeKalb
Miller, Adaline K	Libertyville	Lake
Minssen, Herman	Lyndon	Whiteside
Moorhead, Marie A	DeKalb	DeKalb
Moore, Genevieve	Freeport	Stephenson
Morgenthaler, Edna	Wilmette	Cook
Morris, Dessa B	Franklin Grove	Lee
Morris, Edith	Zion City	Lake
Morris, Elizabeth	Zion City	Lake
Morton, Mrs. Mary	Elgin	Kane
Moser, June	Sheridan	La Salle
Moses, Edna	Cedarville	Stephenson
Moses, Florence	Cedarville	Stephenson
Muladore, Nellie	Aurora	Kane
Mullen, Grace Lillian	Wauconda	Lake
Mullen, Ralph A	Woodstock	McHenry
Mulloy, Mrs. Carrie	Chicago	Cook
Murphy, Eleanor R	Spring Valley	Bureau
Murphy, Mary E	Dixon	Lee
Murray, Freda P	Sandwich	DeKalb
Murray, Hanna E	DeKalb	DeKalb
Murray, Lou B	Essex	Kankakee
Nelson, Kristine	Streator	La Salle
Nelson, Ollie B	Marengo	McHenry
Nelson, Virginia O	DeKalb	DeKalb

Name	Town	County.
Newman, Alice J	Dixon	Lee
Nicolson, Mary I	Winnebago	Winnebago
Neimeyer, Clara E.	Crete	Will
O'Brien, John M	Maple Park	Kane
O'Brien, Walter L	Maple Park	Kane
Ogden, Grace E	Geneseo	Henry
O'Halloran; Charlotte	Peru	La Salle
Ohlmacher, Gertrude	Sycamore	DeKalb
Osborne, Myrtle Estelle	Rockford	Winnebago
Osborne, Emma L	Streator	La Salle
Parker, Jessie	Kingston	DeKalb
Parsons, Tacy G.	DeKalb	DeKalb
Pattee, Helen	Elburne	Kane
Paulson, Anna M	Plano	Kendall
Paulson, Florence M	Rockford	Winnebago
Pearson, Lena	Davis Junction	Ogle
Peltier, Mrs Hattie	Savanna	Carroll
Penfield, Grace	Hannibal	(Missouri)
Perry, Hazel Dell	Plano	Kendall
Peters, Marie Emma	Belvidere	Boone
Peterson, Bena M	Princeton	Bureau
Peterson, Grace Marion	Capron	Boone
Petitt, Myrtle A	Durand	Winnebago
Phillips, Amy Grace	River Forest	Cook
Pitman, Florence M	Sterling	Whiteside
Plant, Ethel May	Prentice	(Wisconsin)
Plapp, Katy P	Malta	DeKalb
Pooler, Emily M	Carlton	DeKalb
Polmeteer, Jennie Frances	Waukegan	Lake
Porter, Edith M	Shannon	Carroll
Posson, Effie June	DeKalb	DeKalb
Postle, Marjorie L	DeKalb	DeKalb
Potter, Hazel A.	Aurora	Kane
Powell, Jennie Alberta	Big Rock	Kane
Powers, Elizabeth B	DeKalb	DeKalb
Pratt, Fanny E	Waukegan	Lake
Priebe, Minnie H	Geneseo	Henry
Quitno, Jane Helen	Creston	Ogle
Rahte, Irene E	Mt. Carroll	Carroll
Read, Blanche Maud	Lily Lake	Kane
Redmond, Elizabeth V	DeKalb	DeKalb
Reede, Blanche	Andalusia	Rock Island
Reil, Margaret A	Waukegan	Lake
Reitz, Alice M	Toluca	Marshall

Name	Town	County.
Renwick, Bess L.	Warren	Jo Daviess
Reynolds, Mary W.	Dixon	Lee
Reynolds, Myrtle L.	Rochelle	Ogle
Rider, Elsie L.	Bristol	Kendall
Riley, Retta V.	Mineral	Bureau
Riley, Teresa I.	Marengo	McHenry
Riley, Elizabeth Hudson.	Barrington	Lake
Rings, Grace A.	Marseilles.	La Salle
Ripley, Isabel S.	Rock Falls	Whiteside
Ritnour, Pearl V.	Savanna	Carrroll
Roberts, Frances M.	Sycamore	DeKalb
Robinson, Bessie.	Streator	La Salle
Roesner, Hedwick Elizabeth.	Moline	Rock Island
Rowen, Marjorie M.	Genoa	DeKalb
Rowley, D. Besse	Sycamore	Dekalb
Rolandson, Olive Junietta.	Capron	Boone
Rolandson, Rachel L.	Capron	Boone
Sallstrom, Ada M.	Des Plaines	Cook
Sanberg, Anna J	Batavia	Kane
Sandberg, Freda.	Sycamore.	DeKalb
Sawyer, Alta M.	Shabbona	DeKalb
Sawyer, Edith.	Shabbona	DeKalb
Sawyer, Harrison	Waterman	DeKalb
Schmidt, Clara M.	Bartlett.	Cook
Schwartz, W. Lee.	Amboy	Lee
Schweninger, Alice.	Geneseo	Henry
Scott, Anna Miller.	Braidwood	Will
Scott, Ellen M.	Big Rock	Kane
Scott, Thomas G	Hebron	(Indiana)
Seaman, Anna J.	Sycamore	DeKalb
Shafer, Floyd S.	DeKalb	DeKalb
Shannon, Genevieve S.	La Salle.	La Salle
Sheap, Harriett.	Franklin Grove	Lee
Sheldon. Vera G.	Rockford.	Winnebago
Sheriff, Ethel Ruth.	Joy	Mercer
Shoellhorn, Frank P.	Kaneville	Kane
Shreve, Nellie E.	Port Byron	Rock Island
Silliman, Nellie W.	Woodstock	McHenry
Seitz, Elva.	Mt. Carroll.	Carroll
Skinner, Persis I.	Maywood	Cook
Small, Fayette R.	N. Crystal Lake.	McHenry
Smart, Ella Daisy.	Downers Grove	DuPage
Smith, Carroll.	Rockford.	Winnebago
Smith, Frank E.	Rockford.	Winnebago

Name	Town	County.
Smith, Ida R.	Cedarville	Stephenson
Smith, Sylvia Frances	Rockford	Winnebago
Snow, Marguerite	Cortland	DeKalb
Snow, Mabel Maomi	Rockford	Winnebago
Spangler, Alma	Manhatten	Will
Sparks, Laura E.	Kewanee	Henry
Speicher, Ethel Grace	Lanark	Carroll
Stegmeir, Carolyn M.	DeKalb	DeKalb
Stein, Marguerite	Shabbona	DeKalb
Stemwell, Grace S.	Maywood	Cook
Stookey, Florence T.	La Grange	Cook
Strossman, Marion R	Aurora	Kane
Sullivan, Anna M.	Kingston	DeKalb
Sullivan, Katy T.	Streator	La Salle
Sullivan, Mary A.	Kingston	DeKalb
Sutton, Agnes C.	Marengo	McHenry
Swasey, Helen L.	DeKalb	DeKalb
Taggert, Bertha E.	Fulton	Whiteside
Tait, Ruth A	Rockford	Winnebago
Taylor, Mrs. A.	DeKalb	DeKalb
Taylor, Bertha May	Geneseo	Henry
Templeton, Lizzie	Dakota	Stephenson
Thackaberry, Mamie	Eureka	Woodford
Thompson, Carrie B.	Steward	Lee
Thompson, Chattie Fay	Andalusia	Rock Island
Thompson, Launa	Aledo	Mercer
Thompson, Ora	Davis	Stephenson
Thorsell, Lillian	Rockford	Winnebago
Thurston, Mary A.	Maple Park	Kane
Thye, Lilly T.	Chicago	Cook
Tillotson, Hilda C.	Crete	Will
Tindall, Laura A.	Kirkland	DeKalb
Titus, Ina Harriet	Belvidere	Boone
Tominski, Antoinette	Cary Station	McHenry
Townley, G. Frank	Morrison	Whiteside
Treadwell Mrs. Myrtle	DeKalb	DeKalb
Trenbeth, Janet May	Evanston	Cook
Troxell, Fern E.	Stockton	Jo Daviess
Truby, Ethel B.	Sycamore	DeKalb
Tweed, Clara	DeKalb	DeKalb
Van Deursen, Florence	Dolton Station	Cook
Van Epps, Florence I.	Belvidere	Boone
Van Wert, Abbie V.	Kankakee	Kankakee
Vesta, Carrie L.	Malta	DeKalb

Name	Town	County.
Vickery, Alice M.	Princeton	Bureau
Von Ohlen, Alice M.	Somonauk	DeKalb
Warburg, Roy	Lee	DeKalb
Walker, Birdie J.	Steward	Lee
Ward, Myrtle	Geneseo	Henry
Watterson, Vera Vie	Capron	Boone
Wier' Bessie J	Plano	Kendall
Welch, Annabel	Barrington	Cook
Weimer, Cecile J	Elizabeth	Jo Daviess
White, Ada E.	DeKalb	DeKalb
Whitford, Fred W.	Waterman	DeKalb
Whitmore, Vida L.	DeKalb	DeKalb
Whitney, Lucretia	Sandwich	DeKalb
Whittaker, Zara	Cortland	DeKalb
Whitten, Mrs. Jessie	DeKalb	DeKalb
Wienecke, Fredericka	Sycamore	DeKalb
Wiese, Hattie Lucie	Savanna	Carroll
Wiggin, Anna M.	Plano	Kendall
Wiley, Eliza M.	Lena	Stephenson
Wilkinson, Alice	Clare	DeKalb
Wilkinson, Eda L.	Evanston	Cook
Willett, Stella	Malta	DeKalb
Willey, Lily	DeKalb	DeKalb
Williamson, Lucile M.	Hannibal	(Missouri)
Willment, Rosamond	Austin	Cook
Wilson, Beatrice Hope	Byron	Ogle
Wing, Mattie Abbie	Belvidere	Boone
Wiswall, Hazel	DeKalb	DeKalb
Wixon, Clara A.	Spring Valley	Bureau
Wolcott, Myrtle M.	Amboy	Lee
Wolfram, Alma F.	Capron	Boone
Wood, Matie M.	Edgington	Rock Island
Wood, Pearl M.	Mt. Carroll	Carroll
Woodburn, Roy Morton	Byron	Ogle
Worden, Jeannette	Harvard	McHenry
Wright, Anna E.	Malta	DeKalb
Wright, Harold Grant	Rollo	DeKalb
Wright, Mary Grace	Rollo	DeKalb
Young, Bess Lyle	Belvidere	Boone

SUMMARY OF ATTENDANCE.

Post Graduates	2
Specials	28
Seniors	76
Two-Year Course	98
Three-Year Course	104
Four-Year Course	48
Summer Term	485
Total	841
Names Counted Twice	78
Total	763

TRAINING SCHOOL.

In Normal Building.

First Grade	25	
Second Grade	26	
Third Grade	19	
Fourth Grade	31	
Fifth Grade	28	
Sixth Grade	51	
Seventh Grade	34	
Eighth Grade	36	250

In Glidden School.

First Grade	94	
Second Grade	25	
Third Grade	31	
Fourth Grade	40	
Fifth Grade	38	
Sixth Grade	22	
Seventh Grade	41	
Eighth Grade	43	334
Total in Training School		584
Total		1347

COUNTIES REPRESENTED—33

Boone	Lake	Stephenson
Bureau	La Salle	Will
Carroll	Lee	Whiteside
Champaign	McHenry	Winnebago
Cook	McLean	Woodford

DeKalb
Du Page
Ford
Grundy
Henry
Jersey
Jo Daviess
Kane
Kankakee
Kendall
Knox
Madison
Marshall
Mercer
Ogle
Perry
Putnam
Rock Island
(California)
(Iowa)
(Indiana)
(Missouri)
(Oklahoma)
(Philippine Islands)
(Wisconsin)
(South Dakota)

ALUMNI REGISTER.

Class of 1900.

1. Bertram, Jennie Campbell, Aurora, Ill. 4 years.
2. Bush, Minnie M., Huntington, Ind. 5 years.
3. Chamberlin, Linnie, Erie, Ill. 4 years.
4. Clark, Samuel C., University of Ill., Champaign, Ill. 9 years.
5. Flentje, Lewis E., Amboy, Ill. 2 years.
6. Gallagher, Margaret A., Evanston, Ill. 9 years.
7. Hamel, Cecelia, Evanston, Ill. 9 years.
8. Hamm, Eva Grace, 5 years. Died in Sterling Ill. Nov. 17, '06.
9. Hausen, Minnie A., Wm. Penn Nixon School, Chicago. 9 years.
10. Johnston, J. Winnifred, Student U. of Wis. 4 years.
11. McCrea, Ida H., Creston, Ill. 6 years.
12. Martin, Lida C., Decatur, Ill. 9 years.
13. Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde) Grafton, N. D. 7 years.
14. Mize, A. Roy, Byron, Ill. 7 years.
15. Patten, Mary L., (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R., Joliet, Ill. 5½ years.

Class of 1901.

17. Baker, Lou, (Mrs. D. L. Woodruff), Hamilton, Montana. 6 years.
18. Banks, Eleanor H., Morse School, Chicago. 8 years.
19. Bennett, Frank L., Prin. Public Schools, Franklin Grove, Ill. 7 years.
20. Beverly, Rhoda M., Aurora, Ill. 8 years.
21. Brock, Agnes C., Batavia, Ill. 8 years.
22. Carpenter, Bertha E., (Mrs. Cambell), Tucson, Arizona. 7 years.
23. Cornell, Edward M., Roswell, N. M. 4 years.
24. Crosby, Alice, Kewanee, Ill. 7 years.
25. Daehler, Marie E., Chadwick, Ill. 9 years.
26. DeYoung, Richard G., Curtis School, Chicago. 8 years.

27. Doolittle, Eleanor A., Aurora, Ill. 7 years.
28. Duffey, Margaret L., Died in DeKalb, Ill. Nov 26, '06. 2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), 541 W. 124th St. New York City.
30. Ekdahl, Nellie, Lanark, Ill. 8 years.
31. Ferris, Birdie X., (Mrs. E. M. Frye), Rock Falls, Ill. 3 years.
32. Gagin, Mary I., (Mrs. W. E. McCormick), Rock Falls, Ill. 6½ years.
33. Gilpatrick, Mabel E., Calumet, Michigan. 8 years.
34. Greenough, Charles W., Student, Grangeville, Idaho. 7 years.
35. Hamm, Mary Helen, Dayton, Ohio. 8 years.
36. Hatch, Hattie E., Teachers College, New York. 7 years.
37. Hatch, Rose L., (Mrs. H. H. Hunt), Doty, Washington. 2 years.
38. Hennings, Stella A., Lake Forest Seminary. 5 years.
39. Herndon, Lena, Springfield, Ill. 3 years.
40. Huber, Crescenta, Jirka School, Chicago. 8 years.
41. Jordan, Estella, (Mrs. F. L. Bennett), Franklin Grove, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 8 years.
43. Lee, Eva G., Ft. Collins, Colo. 6 years.
44. Lloyd, Wm. R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Prin. Public Schools, Hebron, Ill. 8 years.
46. McMillan, Helen, (Mrs. W. H. Allyn), Chicago, Ill. 5 years.
47. McBride, Charlotte M., Barrington, Ill. 7 years.
48. Meyer, Julia E., Marquette School, Chicago. 8 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 8 years.
50. Meyers, Nettie D., Chadwick, Ill. 2 years.
51. Nelson, Sena C., Berthold, N. D. 6 years.
52. Obye, Katharine H., Galena, Ill. 7 years.
53. Patten, Elizabeth M., (Mrs. C. M. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A., (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., Freeport, Ill. 6 years.
56. Poust, Roy Merton, Prin. High School, Milton, S. D. 7 years.
57. Ragland, Lewis W., Supt. Schools, Griggsville, Ill. 6 years.
58. Scott, Clara L., (Mrs. F. Berger), Seattle, Wash. 5 years.
59. Smith, Mary M., (Mrs. C. E. Lowman), Hebron, Ill. 2 years
60. Spence, Olive A., (Mrs. J. W. Carrin), Evanston, Ill. 4 years.
61. Taylor, Elzabeth, Morrison, Ill. 8 years.
62. Walter, Cora V., U. of Chicago. 3 years.
63. Watson, Edith N., University of Colorado, Boulder, Colorado. 1 year.
64. White, Adda M., Genoa Ill. 1½ years.
65. Wright, Ivy S., Aurora, Ill. 8 years.

Class of 1902.

66. Adams, Mildred, (Mrs. Frank Robinson), Oregon, Ill. 2 years.

67. Bayley, Mary A., (Mrs. Fim Murra), Boston, Mass. 1 year,
68. Bodenschatz, Emily C., Elgin, Ill. 7 years.
69. Boehringer, Clara L., Supervisor Training Dept., State Normal School, Springfield Mo. 7 years.
70. Brandt, Grace M., Metropolitan Business College, Chicago. 6 years.
71. Bratton, Maud E., Kankakee, Ill. 5 years.
72. Brundage, Kate A., Seattle, Wash. 7 years.
73. Burns, Gertrude M., Madison, Ind. 5 years.
74. Cool, Mary F., Butte, Montana. 5 years.
75. Dunbar, Pearl A., Elgin, Ill. 7 years.
76. Eades, Jessica M., (Mrs. David Marshall), Irving Park, Ill. 1 year.
77. Farr, Elsie F., (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago. 6 years.
80. Frederick, James Ivan, Died in Chicago, Jan. 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. A. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J., (Mrs. S. A. Crowley), Ottuma, Iowa. 5 years.
83. Goodyear, Bertha D., Teachers College, New York. 6 years.
84. Gregory, Lottie B., Rockford, Ill. 7 years.
85. Griffith, Katherine M., Ashton, Ill. 1 year.
86. Gruenwald, Emma D., Prin. High School, Rock Falls, Ill. 7 years.
87. Hayes, Lenora B., Maywood, Ill. 7 years.
88. Hugett, Hattie V., Aurora, Ill. 5 years.
89. Kays, Victor C., University New Mexico. 2 years.
90. Lenehan, Carolyn, Manteno, Ill. 5 years.
91. Lilley, Marion, (Mrs. E. L. Woodward), Aurora, Ill. 4 years.
92. Lyons, Elizabeth E., Schley School, Chicago. 7 years.
93. Lyons, Louise G., (Mrs. Roche), Hampshire, Ill. 3 years.
94. Madden, David D., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia D., Fuller School, Chicago. 7 years.
97. Mofet, Wm. R., Los Angeles, Cal. 1 year.
98. Ness, Henry, Asst. Zoological Lab., Ames, Iowa. 3 years.
99. Nichols, Edgar F., Supt. Pub. Schools, Delavan, Ill. 7 years.
100. Nilson, Elsie U., (Mrs. H. J. Bessesen), Harvey, N. D. 4 years.
101. Philbrook, Mrs. Maud S., Bisbee, Arizona. 2½ years.
102. Phillips, Ethel M., Harvard School for Boys, Chicago. 7 years.
103. Porcheur, Eugene F., Prin. Pub. Schools, Apple River, Ill. 7 years.
104. Pratt, Ada A., Elgin, Ill. 4 years.
105. Rady, Agnes T., Blue Island, Ill. 2 years.
106. Reed, Edna B., Moline, Ill. 7 years.
107. Rice, Ethel V., Mosley School, Chiago. 7 years.

108. Richardson, Miriam D., (Mrs. J. D. Taplin), Belvidere, Ill. 3 years.
109. Robinson, Agnes G., John Spry School, Chicago. 7 years.
110. Rowley, Edith, Quincy, Ill. 7 years.
111. Rowley, Lizzie, W. Quincy, Ill. 7 years.
112. Sanford, Lewis R., Sycamore, Ill. 4 years.
113. Shields, Dorothy, (Mrs. L. E, Patt), Aurora, Ill. 3 years.
114. Smith, Eda V., (Mrs. Pundt) Carpentersville, Ill. 4 years.
115. Sovereign, Edith P., Rockford, Ill. 7 years.
116. Starin, Mabel M., Libby School, Chicago. 7 years.
117. Stiles, Mabel B., (Mrs. F. W. Castle), Elgin, Ill. 4 years.
118. *Stuart, Alta D., DeKalb, Ill. 7 years.
119. Wagner, Lillian E., Morgan Park, Ill. 7 years.
120. Williams, Bertha M., Sterling, Ill. 7 years.
121. Woodman, Edith (Mrs. W. G. Bliss), Vergil, Ill. 6 years.
122. Zilligen, Mamie, Scanlan School, Chicago. 6 years.

Class of 1903.

123. Ackert, James E.. Student University of Ill. 4 years.
124. Baird, Grace J., Urbana, Ill. 4 years.
125. Benedict, Mrs. Cora T., Elgin, Ill. 5 years.
126. Brainerd, Ethelyn, (Mrs. C. C. Perkins), Pueblo, Colo. 3 years.
127. Clifford, Jean M., Elgin, Ill. 3 years.
128. Coburn, Golda, Oak Park, Ill. 6 years.
129. Cody, Mary E., Aurora, Ill. 6 years.
130. Crapser, Jessamine, Evanston, Ill. 6 years.
131. Cunniff, Emma C., Glen Ellyn, Ill. 6 years.
132. Dore, Catherine M., McCormick School, Chicago. 6 years.
133. Dowdall, Leonora E., DeKalb, Ill. 6 years.
134. Elliott, Anna G., Irving School, Chicago. 6 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 4 years.
136. Garretson, Alice I., Evanston, Ill. 5 years.
137. Glover, Bertha R., Ottawa, Ill. 6 years.
138. Goble, Viola S. (Mrs. A. Rosette), Minneapolis, Minn. 3 years.
139. Greenlee, Margaret, Beloit, Wis. 6 years.
140. Grimes, Effie M., Geneva, Ill. 6 years.
141. Gross, Lena (Mrs. C. J. Cody), Clear Water, Kans. 5 years.
142. Grove, Gertrude, Morgan Park, Ill. 6 years.
143. Hausen, Henry W., Monroe School, Chicago. 6 years.
144. Hayes, Mrs. Katharine T., Melrose Park, Ill. 2 years.
145. Heald, Anna N., (Mrs. E. N. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 6 years.
147. Hogan, Loretta A., Seneca, Ill. 6 years.
148. Isaacson, Hulda C., Delavan, Ill. 5 years.

*Received Diploma for Four-year Course, also, June 20, 1907.

149. Johnson, Mattie B., DeKalb, Ill. 4 years.
150. Keeler, Fred C., Student University of Ill. 2 years.
151. Kiehle, Shirly, Evanston, Ill. 6 years.
152. Kruse, Anna C., (Mrs. G. J. Ball), Chicago, Ill. 6 years.
153. Leach, Bessie E., Elgin, Ill. 6 years.
154. Lucas, Paul Jackson. 3 years. Died in Longmont, Colo., March 21. 1907.
155. McLean, Addie L., Critic Northern Illinois State Normal School, DeKalb, Ill. 6 years.
156. Mallin, Winnifred L., Chicago, Ill. 6 years.
157. Marshall, Jeanie M., Elgin, Ill. 6 years.
158. Murra, Fim, Secretary Sunday School Missions, Boston, Mass. 3 years.
159. O'Hare, Sadie M., Seneca, Ill. 6 years.
160. Paulson, Charlotte, Supervisor of Music, Oneonta Normal School, N. Y. 6 years.
161. Paulson, Lillian, Von Humbolt School, Chicago, Ill. 6 years.
162. Pohl, Minnie H., Hayward, Cal. 5 years.
163. Pratt, Florence M., Weaverville, N. C. 2 years.
164. Puffer, Hal E., Buffalo, N. Y. 2 years.
165. Robbie, Mary S., (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Evanston, Ill. 6 years.
167. Stanton, Martha C., Batavia, Ill. 4 years.
168. Stetzler, Lloyd L., Principal Public Schools, Hibbing, Minn. 3 years.
169. Talmadge, Alice L., (Mrs. I. W. Ware). 2 years. Died in Oregon, Ill., August 9, 1907.
170. Tazewell, Edna M., DeKalb, Ill. 6 years.
171. Thornton, Bessie A., Rockford, Ill. 6 years.
172. Van Epps, Ida M., Principal Ward School, Belvidere, Ill. 6 years.
173. Wheaton, Elsie M., Saunemin, Ill. 5 years.
174. Wilson, Abbie J., (Mrs. T. Gunning), St. Charles, Ill. 3 years.
175. Wilson, Mary N., Lake Forest, Ill. 6 years.
176. Winne, Mrs. Mattie K., Rogers School, Chicago, Ill. 6 years.

Class of 1904.

177. Adams, Nida M., Sterling, Ill. 4 years.
178. Alley, Mary, Chase School, Chicago, Ill. 5 years.
179. Alsterlund, Mabel A., Moline, Ill. 5 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baie, Tillie C., DeKalb, Ill. 5 years.
182. Banker, Grace L., Aurora, Ill. 5 years.
183. Bardmas, Dora A., Weiser, Idaho. 5 years.
184. Barnsback, Birdie, St. Louis, Mo. 5 years.

185. Barradell, Albert E., Principal High School, Payette, Idaho. 4 years.
186. Brant, Mary K., Otis School, Chicago, Ill. 5 years.
187. Brown, Mrs. Clara E., Waterloo, Ill. 5 years.
188. Bryant, Ethel F., Macomb, Ill. 3 years.
189. Carolus, Edith M., (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M., (Mrs. O. G. Pike), Silvis, Ill. 2 years.
191. Cusator, Mary E., Cleveland, N. D. 4 years.
192. Davis, Alice L., St. Charles, Ill. 4 years.
193. Dawson, Dorothy J., Aurora, Ill. 5 years.
194. Dearborn, Lydia W., Marshalltown, Iowa. 3 years.
195. Ely, Ruth T., Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 5 years.
197. Fuller, Mary E., Hollywood, Cal. 3½ years.
198. Gibbs, Mildred E., (Mrs. T. J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., Danville, Ill. 5 years.
200. Green, Alice E., (Mrs. Clifford Earle), St. Paul, Minn. 4 years.
201. Hendricks, Anna, Foster School, Chicago, Ill. 5 years.
202. Henning, Isabelle V., Iron Mountain, Mich. 5 years.
203. Kelley, Kathryn, St. Charles, Ill. 5 years.
204. Kingsbury, Mrs. Stella E., Critic State Normal School, Mayville, Mo. 5 years.
205. Kitson, Ethel V. A., Chicago Heights, Ill. 4 years.
206. Koehler, Elsie I., Rock Island, Ill. 5 years.
207. Langworthy, L. R., Kemmerer, Wyo. 4 years.
208. Lotz, Cora S., Elgin, Ill. 4 years.
209. McCleary, Lepha G., Student University of Illinois. 4 years.
210. McEwan, Frances R., Woodstock, Ill. 5 years.
211. McLean, Sarah, Streator, Ill. 4 years.
212. Mann, Jessie R., Laboratory Assistant Northern Illinois State. Normal School, DeKalb, Ill. 3 years.
213. Mason, Anna E., Cherry, Ariz. 5 years.
214. Mitchell, Maud, E. St. Louis, Mo. 5 years.
215. Nichols, Marvin, Assistant in Science Mankato Normal School. 3 years.
216. Nicholson, Marguerite M., Brown School, Chicago, Ill. 5 years
217. Patchin, Ethel M., (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
218. Peebles, Edith A., Waukegan, Ill. 5 years.
219. Pepper, Homer W., Principal Public Schools, Albany, Ill. 5 years.
220. Peterson, Mary E., Sycamore, Ill. 5 years.
221. Plummer, Ruth, Redland, Florida. 5 years.
222. Redeker, Ella A., Elgin, Ill. 3 years.
223. Richardson, Alice M., Elgin, Ill. 5 years.
224. Ritzman, Floyd R., Principal Public Schools, Buda, Ill. 5 years.

225. Robson, Julia L., Jones School, Chicago, Ill. 5 years.
226. Roth, Lillie M., Rock Island, Ill. 5 years.
227. Rovelstad, Gudrun, Elgin, Ill. 5 years.
228. Scott, Maud E., Dante School, Chicago, Ill. 5 years.
229. Selliken, Manda A., Bismark School, Chicago, Ill. 5 years.
230. Smith, Clara B., Riverside, Ill. 5 years.
231. Sweeney, Kathryn R., LaFayette School, Chicago, Ill. 5 years.
232. Talbot, Mary H., Joliet, Ill. 5 years.
233. Tazewell, Zada Z., Elgin, Ill 4 years.
234. Tearney, Orville A., Director Manual Training, Joplin, Mo. 5 years.
235. Troxell, Eleanor, Chicago Heights, Ill. 5 years.
236. Vatter, Rose A., Wadsworth School, Chicago. 5 years.
237. Wahl, Lydia Ann, Died in Beloit, Wis., Nov. 4, 1906. 2 years.
238. Ward, Lulu G., (Mrs. Carl Miller), Austin, Ill. 5 years.
239. Wetzell, Emma E., Elgin, Ill. 5 years.
240. Wiltse, John C., Cortland, Ill. 1 year.
241. Zimmer, Genevieve F., Moline, Ill. 5 years.
242. Zoller, Florence E., (Mrs. Ed Duncan), DeKalb, Ill. 3 years.

Class of 1905.

243. Baker, Carolyn V., Santa Cruz, Cal. 4 years.
244. Baker, Evelyn D., Santa Cruz, Cal. 4 years.
245. Barr, Gertrude P., Joliet, Ill. 4 years.
246. Callaway, Ezra S., Grand Junction, Colo. 3 years.
247. Carmichael, Edith C., (Mrs. Morris Markman), St. Louis, Mo.
248. Cary, Charlotte L., Seattle, Wash. 4 years.
249. Cookfield, Mabel, Aurora, Ill. 4 years.
250. Conley, Charles C., Prin. Pub. Schools, Edgemont, S. D. 4 years.
251. Dart, Augusta S., Rock Island, Ill. 4 years.
252. Dewey, Mabel J., Asst. in English, N. I. S. N. S., DeKalb. 2 years.
253. Donovan, Mabel W., Elgin, Ill. 4 years.
254. Dunn, Elizabeth M., Tacoma, Wash. 4 years.
255. DuVon, Mabel T., Chicago Heights, Ill. 4 years.
256. Elliot, Mary Irving School, Chicago, Ill. 4 years.
257. Farr, Alvin I., University of Illinois. 2 years.
258. Grimwood, Ada J., Avondale School, Chicago, Ill. 4 years.
259. Haight, Irene G., Evanston, Ill. 4 years.
260. Hartwell, Julia M., Paw Paw, Ill. 4 years.
261. Harvey, Edith M., Lake Forest, Ill. 4 years.
262. Higinbotham, Helen, Elgin, Ill. 4 years.
263. Hurley, Coila Pearl, St. Charles, Ill. 4 years.
264. James, Nellie, (Mrs. H. F. Schell), Durand, Ill. 4 years.
265. Johnson, Lillie A., Batavia, Ill. 4 years.
266. Jordan, DeEtta J., Aberdeen, S. D. 4 years.

267. King, Lora G., DeKalb, Ill. 3 years.
268. McChesney, Caroline R., Myra Bradwell Sch. Chicago, Ill. 4 years.
269. Mercer, Irene, Student University of Wisconsin. 2 years.
270. Montgomery, Grace A., (Mrs. C. C. McCune), Polk, Neb. 2 years.
271. Mull, Cora E., Ray School, Chicago, Ill. 4 years.
272. Nashold, Fred W. 1 year.
273. Nelson, Annie, Irving Park School, Chicago, Ill. 4 years.
274. Nelson, Flora G., (Mrs. J. A. Clyne), Maple Park, Ill. 2 years.
275. Partridge, Charlotte R., Oak Park, Ill. 4 years.
276. Partridge, Eleanor O., (Mrs. A. J. Harris), Oak Park, Ill. 3½ years.
277. Patten, Sarah E., Edmond, Oklahoma. 2 years.
278. Rahn, Mrs. Alida, Hammond School, Chicago, Ill. 4 years.
279. Reed, Myrtle A., (Mrs. Fred Goble), Calapan, Mindora, P. I.
280. Reichardt, John H., Grand Haven, Michigan. 2 years.
281. Rowley, Besse, Elizabeth, Ill. 4 years.
282. Samter, Gertrude, (Mrs. C. F. Lewis), Marengo, Ill. 3 years.
283. Shea, John F. E., Providence, Ill. 2 years.
284. Skiles, James R., Prin. Pub. Schools, Capron, Ill. 4 years.
285. Truax, Allison E., Prin. Pub. Schools, Leaf River, Ill. 4 years.
286. Turner, Edith C., Student University of Chicago. 2 years.
287. Way, Flora, Harvey, Ill. 4 years.
288. West, Dorothy R., Chicago Heights, Ill. 4 years.
289. Wilson, May E., Aurora, Ill. 1½ years.
290. Zellar, Vera P., (Mrs. W. H. Parker), Chicago, Ill. 1 year.

Class of 1906.

291. Anderson, Hilma A., Moline, Ill. 3 years.
292. Andrews, Sybil E., Hebron, Ill. 2 years.
293. Austin, Catherine J., Woodstock, Ill.
294. Austin, Vida A., Asst. in Science, N. I. S. N. S. 1 year.
295. Bragg, Edna O., Chicago Heights, Ill. 3 years.
296. Brenneman, Erna M., Hennepin, Ill. 2 years.
297. Broderick, Mary F., Chicago, Ill. 3 years.
298. Byers, Grace I., (Mrs. F. S. Hadfield), Cincinnati, Ohio. 1 year.
299. Challand, Grace, Student University of Illinois. 2 years.
300. Chase, Eleanor D., Rockford, Ill. 3 years.
301. Cooley, Anna, DesPlaines, Ill. 3 years.
302. Davison, Roxalena, Chicago Heights, Ill. 2½ years.
303. Devine, Mrs. Laura Gedge, Waukegan, Ill. 3 years.
304. Diefenthaler, Susie, Streator, Ill. 3 years.
305. Dobbin, Anna M., Chicago Heights, Ill. 3 years.
306. Eck, John W., University High School, Louisville, Ky. 3 years.
307. Edwards, Gertrude, Peru, Ill. 3 years.
308. Erb, Mabel A., Waukegan, Ill. 3 years.

309. Erwin, Emma, Chicago Heights, Ill. 3 years.
310. Fellows, Abbie M., Oswego, Ill. 3 years.
311. Finkenbinder, Walter, Port Byron, Ill. 2 years.
312. Glidden, Josephine F., Joy, Ill. 3 years.
313. Hanrahan, Alice K., Student University of Wis. 2 years.
314. Hayward, Olive N., Janesville, Wis. 2 years.
315. Heine, Anna H., Tacoma, Wash. 3 years.
316. Hesselbaum, Caroline, Princeton, Ill. 3 years.
317. Kays, Donald J., Magnolia, Ill. 3 years.
318. Kemp, Elizabeth M., Lake Forest, Ill. 3 years.
319. Kleckner, Bertha D., Student University of Wis. 2 years.
320. Kochsmeier, Meta E., E. Freeport, Ill. 3 years.
321. Lewis, Julia B., (Mrs. W. G. Fraser), Lowell, Ariz. 1 year.
322. McDole, Ada C., DeKalb, Ill. 3 years.
323. McQueen, Virginia, Student Northwestern University. 2 years.
324. Meese, Lillian G., Moline, Ill. 2 years.
325. Morse, Maud B., Elgin, Ill. 3 years.
326. Muzzey, Bertha M., (Mrs. Laurence Morrison), DeKalb, Ill. 1 year.
327. Nelson, Lucile A., Decatur, Ill. 3 years.
328. Newton, Clara B., Elgin, Ill. 3 years.
329. Noel, Corinna, Cherry Valley, Ill. 3 years
330. Overholser, Vinnie, Chicago Heights, Ill. 3 years.
331. Parker, Cecil M., Oak Park, Ill. ½ year.
332. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 3 years.
333. Peterson, Alma G., DeKalb, Ill. 3 years.
334. Phillips, Edith M., Elgin, Ill. 3 years.
335. Quinlan, Katherine, Harlem, Ill. 3 years.
336. Rodger, Mary J., Gardner, Ill. 2 years.
337. Rosencrans, Mae, (Mrs. Griffith Humphrey), Chicago, Ill. 2 years.
338. Runner, Edna M., Evanston, Ill. 3 years.
339. Schell, Harmon F., Prin. Pub. Schools, Durand, Ill. 3 years.
349. Schneider, Emma D., Darwin School, Chicago, Ill. 3 years.
341. Senneff, Bertha A., Rock Falls, Ill. 3 years.
342. Sherwood, Golda F., DeKalb, Ill. 3 years.
343. Spoor, Gertrude J., Byron, Ill. 3 years.
344. Swift, Olive, DeKalb, Ill. 1½ years.
345. Tanner, Florence M., Student University of Ill. 2 years.
346. Townley, Carrie E., Elizabeth, N. J. 3 years.
347. VanderVeer, Hazel W., Elgin, Ill. 3 years.
348. Vial, Sarah A., Lyons, Ill. 3 years.
349. Walker, Joseph R., Prin. Pub. Schools, Ohio, Ill. 3 years.
350. White, Grace, Hinckley, Ill. 2 years.
351. Wichman, Hannah L., Lead, N. D. 3 years.
352. Wiswall, Hazel A., Student Oberlin College.

353. Wiswall, Vera, M., Student Oberlin College.
354. Worthington, Ethel, River Forest, Ill. 3 years.
355. Wright, Clark G., Prin. Pub. Schools, Rockton, Ill. 3 years.

Class of 1907.

356. Brennen, Lucie A., Chicago Heights, Ill. 2 years.
357. Briggs, Elda Gertrude, Franklin, Neb. 2 years.
358. Bryant, Emma F. (Mrs. D. M. Swarthout), Oxford, Ohio. 1 year
359. Carbonell, Mariano, San Fernando, P. I. 2 years.
360. Carpenter, Helen F., Critic Normal School, Bloomsburg, Pa. 2 years.
361. Chamberlain, Maude E., Kemmerer, Wyoming. 2 years.
362. Cole, Francis W., Prin. Pub. Schools, Oswego, Ill. 2 years.
363. Connell, I. Fern, Waukegan, Ill. 2 years.
364. Cornell, William S., Asst. in Manual Training, Joliet, Ill. 1 year.
365. Crumb, Frances, Rockford, Ill. 2 years.
366. Dean, Dolly I., Supervisor Primary Grades, Champaign, Ill. 2 years.
367. Drury, Aldana A., Park Ridge, Ill. 2 years.
368. Evans, Lewellen H., Waukegan, Ill. 2 years.
369. Fay, Bertha H., Sterling, Ill. 2 years.
370. Freeland, Viola, Thatcher, Arizona. 2 years.
371. Gale, Alberta, Freeport, Ill. 2 years.
372. Grube, Anna L., Detroit, Mich.
373. Hammond, Jane B., DeKalb, Ill. 2 years.
374. Hayford, Mildred, Aurora, Ill. 2 years.
375. Hiland, Ada A., DeKalb, Ill. 2 years.
376. Horan, Sallie, DeKalb, Ill. 2 years.
377. Johnson, Grace V., Moline, Ill. 2 years.
378. Klamser, Elsie M., Aurora, Ill. 2 years.
379. Lane, Gilberttena, Thatcher, Arizona. 2 years.
380. Lunde, Hattie J., Kankakee, Ill. 2 years.
381. Lundgren, Effie, Elgin, Ill. 2 years.
382. McAllister, Josephine, Evanston, Ill. 2 years.
383. McNerney, Winifred, Elgin, Ill. 2 years.
384. Mallin, Maud, Evanston, Ill. 2 years.
385. Miller, Emily E., Waukegan, Ill. 2 years.
386. Mitchell, Ethelyn, Elgin, Ill. 2 years.
387. Morris, Mylitta, Chicago Heights, Ill. 2 years.
388. Nera, Antonio, Manila, P. I. 2 years,
389. Newcomer, Edna, Elgin, Ill.
390. Nilson, Minnie A., Waukegan, Ill. 2 years.
391. Obye, Harriet, Galena, Ill. 2 years.
392. Olsen, Mabel E., Elgin, Ill. 2 years.
393. Peterson, Emma W., Wauhoo, Neb. 2 years.

394. Ramirez, Gregorio, Hagonoy, Bulacan, P. I. 2 years.
395. Richardson, Ivey A., Maywood, Ill. 2 years.
396. Rodger, Sarah M., Gardner, Ill. 1½ years.
397. Ross, Hilma L., Oak Park, Ill. 2 years.
398. Sagle, A. Mae, Shabbona, Ill. 2 years.
399. Sarbaugh, Edith E., Oak Park, Ill. 2 years.
400. Saxton, Ruth, Belvidere, Ill. 2 years.
401. Schnebly, Jennie, Critic State Normal School, Valley City, N. D. 2 years.
402. Shoger, Mary C., Aurora, Ill. 2 years.
403. Sholes, Ruth W., Sioux City, Iowa. 1½ year.
404. Slater, Berdella, Waukegan, Ill. 2 years.
405. Smith, Grace P., St. Charles, Ill. 1 year.
406. Starring, Adaline, Oak Park, Ill. 2 years.
407. Stephens, Bessie E., Sycamore, Ill. 2 years.
408. Stevenson, Genevieve, St. Charles, Ill. 2 years.
409. Stockley, Esther Lucile, Sandwich, Ill. 2 years,
410. Swarthout, Alice M., Cadillac, Mich. 2 years.
411. Thomson, Martha, Laurium, Mich. 2 years.
412. Uthoff, Mary, Chicago Heights, Ill. 2 years.
413. Voigt, Alfreda, Freeport, Ill. 2 years.
414. Ward, Mabel C., Elgin, Ill. 2 years.
415. Woodburn, Mary, Maywood, Ill. 2 years.

Class of 1908.

416. Adams, Alice V., Cortland, Ill. 1 year.
417. Adams, Helen, Forest Park, Ill. 1 year.
418. Arntzen, Inga I., Lisle, Ill. 1 year.
419. Arreza, Lino, Cantilan Surigao, P. I. 1 year.
420. Bechstein, Rosalie D., Chicago Heights, Ill. 1 year.
421. Benson, Stella, Chicago Heights, Ill. 1 year.
422. Bockius, Dorothy O., (Mrs. C. A. Anderson) Portland, Oregon. ⅛ year.
423. Borwell, M. Irene, Forest Park, Ill. 1 year.
424. Brakel Anna E., Boise City, Idaho. 1 year.
425. Britton, Gladys I., Elgin, Ill. 1 year.
426. Brown, Roberta, M., Polo, Ill. 1 year.
427. Burgess, Alice M., Chicago Heights, Ill. 1 year.
428. Byers, Belle A., Kingston, Ill. 1 year.
429. Campbell, Ruth F., Elgin, Ill. 1 year,
430. Carney, Mary Vance, Mattoon, Ill. 1 year.
431. Chelseth, Amelia C. DeKalb, Ill. 1 year.
432. Cody, Irene M., Chicago Heights, Ill. 1 year.
433. Courts, Bertha M., Oak Park, Ill. 1 year.
434. Cushing, Irene M., Chicago Heights, Ill. 1 year.
435. Dearlove, Carol M., Des Plaines, Ill. 1 year.

436. Dixon, Floy L., Chicago Heights, Ill. 1 year.
437. Earle, Ruth S., Rochelle, Ill. 1 year.
438. Elder, Elsie K., Ingleside, Ill. 1 year.
439. Finkenbinder, Erwin O., Student University of Illinois.
440. Fitch, Mary, Critic Glidden School, DeKalb, Ill. 1 year.
441. Foster, Nellie Mae, Riverside, Ill. 1 year.
442. French, Catherine R., Rochelle, Ill. 1 year.
443. Friesenecker, Emma K., Galena, Ill. 1 year.
444. Fulton, Laura M., Steger, Ill. ¾ year.
445. Gilbert, Clara S., Rock Falls, Ill. 1 year.
446. Hall, Homer, Director Manual Training, Quincy, Ill. ½ year.
447. Hamilton, Edith S., Steger, Ill. 1 year.
448. Hanrahan, Mae H., DeKalb, Ill. 1 year.
449. Hartwell, Laura S., Brodhead, Wisconsin. 1 year.
450. Hartwell, Louise S., Milford, Iowa. 1 year.
451. Hazeman, Amanda, Libertyville, Ill. 1 year.
452. Hębert, Edith H., Evanston, Ill. 1 year.
453. Heitter, Martin L., Student, Manual Training, Northern Illinois State Normal School.
454. Hendricks, Hazel D., Sterling, Ill. 1 year.
455. Henry, Florence L., N. Crystal Lake, Ill. 1 year.
456. Herrick, Helen F., DeKalb, Ill. 1 year.
457. Holley, Charles E., Prin. Public Schools, Newark, Ill. 1 year.
458. Holt, Marx, Principal Public School, Kirkland, Ill. 1 year.
459. Jacobs, Nellie M., Rock Falls, Ill. 1 year.
460. Jaquish, Bessie, Streator, Ill. 1 year.
461. Jensen, Emma, Elgin, Ill. 1 year.
462. Johnston, Alma M., St. Charles, Ill. 1 year.
463. Kays, Albert R., Student University New Mexico.
464. Kendel, Esta, Ogden, Utah. 1 year.
465. Kissick, Eena, Wyanet, Ill. 1 year.
466. Kitterman, Marion G., Forest Park, Ill. 1 year.
467. Koch, Clara L., DeKalb, Ill. 1 year.
468. Langwill, Martha C., Rockford, Ill. 1 year.
469. Leonard, Margaret B., Chicago Heights, Ill. 1 year.
470. Lester, Mary M., Waukegan, Ill. 1 year.
471. Long, Ione B., Elgin, Ill. 1 year.
472. Love, Ethel L., Leaf River, Ill. 1 year.
473. Lundberg, Elva A., DeKalb, Ill. 1 year.
474. McAllister, Bessie L., Seattle, Wash. 1 year.
475. McIntyre, Belle M., McNabb, Ill. 1 year.
476. Madden, Irwin A., Prin. John Swaney School, McNabb. 1 year.
477. Madden, J. Warren, Prin. Pub. Schools, Kingston, Ill. 1 year.
478. Manley, Pearl, La Grange, Ill. 1 year.
479. Maxson, Evelyn, Polo, Ill. 1 year.

480. Miner, Nina V., Rockford, Ill. 1 year.
481. Mork, Anna L., Forest Park, Ill. ½ year.
482. Morris, Jennie M., Rochelle, Ill. 1 year.
483. Nash, Clara A., Thatcher, Arizona. 1 year.
484. Nye, Kate E., Barrington, Ill. 1 year.
485. O'Donnell, Mabel C., Aurora, Ill. 1 year.
486. Ohlmacher, Gertrude A., McNabb, Ill. 1 year.
487. O'Kane, William H., Prin. Public Schools, Fairdale, Ill. 1 year.
488. O'Neil, Nora Irene, Maywood, Ill. 1 year.
489. Orner, Elizabeth A., Earlville, Ill. 1 year.
490. Parker, Edith A., Oak Park, Ill. Substitute work.
491. Petteys, Hazel, Waukegan, Ill. 1 year.
492. Powers, Elizabeth B., Newark, Ill. 1 year.
493. Puffer, Ray H., Principal Public Schools, Malta, Ill. 1 year.
494. Raup, Ethel, Oak Park, Ill. 1 year.
495. Roan, Rose M., Hebron, Ill.
496. Roberts, Nellie G., DeKalb, Ill.
497. Roe, Elizabeth R., Genoa, Ill. 1 year.
498. Rorig, Gertrude E., Elgin, Ill. 1 year.
499. Rowley, Frances J., Oak Park, Ill. 1 year.
500. Rowley, Nell M., Marengo, Ill. 1 year.
501. Safford, Ruth B., Asst. in English, Agricultural College, Ames, Iowa. 1 year.
502. Stokes, Blanche M., La Grange, Ill. 1 year.
503. Stoller, Marie, Paw Paw, Ill. 1 year.
504. Stott, Mina E., Chicago Heights, Ill. 1 year.
505. Swift, Ethel V., DeKalb, Ill. 1 year.
506. Tennant, Elizabeth A., Elgin, Ill. 1 year.
507. Tenney, Bessie P., Batavia, Ill. 1 year.
508. Toline, Hilma C., Moline, Ill. 1 year.
509. Toms, Estelle M., Oak Park, Ill. 1 year.
510. Van Galder, Marion L., Chadwick, Ill. 1 year.
511. Vroom, Elma, Oak Park, Ill. 1 year.
512. Ward, Beatrice G., West Chicago, Ill. 1 year.
513. Wilder, Louise M., DeKalb, Ill. 1 year.
514. Wray, Margaret S., Prin. Pub. Schools, Lindenwood, Ill. 1 year.
515. Young, Margaret A., Rockton, Ill. 1 year.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Illinois
State
Reformatory
Print

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1909-10

Volume VIII AUGUST, 1910 No. 1

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IN FEBRUARY, MAY, AUGUST AND NOVEMBER

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The NORTHERN ILLINOIS STATE NORMAL SCHOOL QUARTERLY

DE KALB, ILLINOIS

UNIVERSITY OF ILLINOIS

THE NORTHERN ILLINOIS STATE NORMAL SCHOOL

QUARTERLY

DE KALB, ILLINOIS

Volume VIII AUGUST, 1910 Number 1

Announcements, Courses of Study
Names of Faculty, Students and Alumni 1909-10

ELEVENTH YEAR
Ending August 5, 1910

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1909-10

CALENDAR FOR 1910-11

FALL TERM

Monday, September 12.....Enrollment and Assignment of Work
Tuesday, September 13.....Recitations begin at 8:30 a. m.
Thursday, December 22.....Term closes at 3:05 p. m.

WINTER TERM

Monday, January 2.....Enrollment and Assignment of Work
Tuesday, January 3.....Recitations begin at 8:30 a. m.
Friday, March 24.....Term closes at Noon

SPRING TERM

Monday, April 3.....Enrollment and Assignment of Work
Tuesday, April 4.....Recitations begin at 8:30 a. m.
Wednesday, June 21.....Term closes at Noon
Thursday, June 22.....Annual Commencement at 9:30 a. m.

SUMMER TERM

Monday, June 26.....Term of Six Weeks opens at 8:45 a. m.
School Year of 1911-12 opens September 11.

BOARD OF TRUSTEES

Hon. Adams A. Goodrich, President.....The Rookery, Chicago
J. J. McLallen, Secretary.....Aurora
Hon. Francis G. Blair, Superintendent of Public Instruction and member ex-officio.....Springfield
Isaac L. Ellwood.....DeKalb
I. F. Edwards.....Dixon
Leroy A. Goddard, State Bank of Chicago.....Chicago
John H. Lewis, Treasurer.....DeKalb

FACULTY

JOHN WILLISTON COOK, A.M., LL.D.,
President and Professor of Psychology

NEWELL DARROW GILBERT, A.M.,
Director of Training Department and Teacher of School Management

CHARLES A. McMURRY, Ph.D.,
Professor of Pedagogy and Assistant in Psychology

EDWARD CARLTON PAGE, A.B.,
Professor of History

EDITH S. PATTEN, Ph.B.,
Assistant in History.

SWEN FRANKLIN PARSON,
Professor of Mathematics

ANNA PARMELEE,
Assistant in Mathematics

CHARLES W. WHITTEN, A.B.,
Professor of Physics and Chemistry

RALPH E. WAGER, A.M., Ped. B.
Professor of the Natural Sciences

JESSIE R. MANN,
Assistant in Science

IDA S. SIMONSON, B.L.,
Professor of Literature

MABEL JANET DEWEY, B.S.,
Assistant in Literature

JENNIE E. FARLEY,
Professor of Reading and Elocution

MARION WELLER, A.B.,
Professor of Geography.

MARY ROSS WHITMAN, A.B.,
Professor of Ancient and Modern Languages

NELSON A. KELLOGG, A.B.,
Assistant in Ancient and Modern Languages and Director of Athletics

CHARLOTTE S. HUFF,
Professor of Music.

OLIVE G. PRATT,
Assistant in Music

SAMUEL J. VAUGHN, A.B.,
Professor of Manual Training

L. EVELINE MERRITT,
Professor of Drawing

JOSEPHINE THORNDIKE BERRY, A.B., B.S.,
Professor of Domestic Science

EDITH HALL, B.S.,
Professor of Domestic Science
(Supply for the year)

JESSICA FOSTER,
Director of Physical Training

MARX HOLT,
Principal Training School, Normal Building

MRS. CORA TAYLOR BENEDICT,
Critic Teacher Grammar Grades

FACULTY—*Continued.*

ADDIE L. McLEAN,
Critic Teacher Intermediate Grades

MRS. LIDA B. McMURRY,
Critic Teacher Primary Grades

BESSIE M. COOPER,
Assistant in Primary Grades

WARREN JONES, A.B.,
Principal and Critic Teacher Eighth Grade, Glidden School

CARRIE B. EDMONSON,
Critic Teacher Seventh Grade, Glidden School

TILLIE C. BAIE,
Critic Teacher Sixth Grade, Glidden School

BERTHA F. HUNTSMAN,
Critic Teacher Fifth Grade, Glidden School

EDNA TAZEWELL,
Critic Teacher Fourth Grade, Glidden School

MARY FITCH,
Critic Teacher Third Grade, Glidden School

LEONORA DOWDALL,
Critic Teacher Second Grade, Glidden School

E. LOUISE ADAMS,
Critic Teacher First Grade, Glidden School

JOSEPHINE MARIE JANDELL,
Librarian

EVA ISABEL McMAHON, B.L.S.,
Assistant Librarian

LYNDETH C. LUND,
Clerk

FRANK K. BALTHIS,
Gardener

GEORGE W. SHOOP,
Superintendent of Building

JAMES A. CLARK
Engineer

Extra Teachers for Summer School

JAMES H. SMITH,
Geography

MRS. EDITH S. LUEDERS,
Reading

EDITH M. McLAUGHLIN,
Primary Work

VIRGINIA LEE HART
Drawing

CAROLINE LIVINGSTON,
Drawing

GRACE I. WILLIAMS,
Domestic Science

IDA M. WINDATE,
Literature

JESSIE M. LYONS,
Grammar.

NORTHERN ILLINOIS STATE NORMAL SCHOOL

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists for the exclusive purpose of preparing teachers for the public schools of Illinois. It is located in DeKalb. The town contains a population of ten thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Chicago, Milwaukee and Gary, and on the Northern Illinois. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, and two electric interurban roads. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The material equipment of the institution is not surpassed by any other State Normal School in this country when all features are considered. The campus contains sixty-seven acres. A native grove occupies several acres on the south and southwest. A lake of good dimensions lies on the southeast. It affords good skating in the winter and good boating when the ice is out. The rest of the campus is varied in surface with an excellent athletic field on the northeast on which is a commodious grandstand with baths. The immediate site of the buildings is terraced and adorned with sunken gardens, trees and shrubs. A large school garden lies on the north. An electric interurban railroad runs to the west door and connects the school with the railway stations and the county seat seven miles away. This road will soon connect with another running to Genoa and Marengo, thus affording easy access from a large portion of Northern Illinois. It also connects with a second electric road to Aurora and intermediate points.

The buildings are three in number, the main building, the training school building, and the plant house. A fourth building is furnished by the city for the uses of the training school and is located a half mile distant in the residence portion of the city.

The main building is one of the most admirable of its class. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains eighty rooms and a number of teachers' offices. The auditorium has a seating capacity of twelve hundred. There are abundant class rooms, excellent library accommodations and laboratories, a large gymnasium with baths, drawing and music rooms, nine rooms for arts and crafts, halls for literary societies and other student enterprises, a study hall, a lecture room, lanterns and, in short, all necessary appliances for a highly superior equipment.

The training school building adjoins the main building and was especially planned for the needs of a Normal School. It contains the ordinary eight rooms of a graded school building and an additional smaller room in connection with each for the uses of beginners with smaller groups. It has an assembly room, the customary play rooms, and also large quarters for manual training and domestic science. It is equipped with showers and swimming tank, teachers' room, library and lavatories.

An excellent green house under the care of a skilled botanist and gardener furnishes ample material for decoration and for study.

CONDITIONS OF ADMISSION.

There are eight ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding a teacher's certificate will be admitted with out examination and will be assigned to suitable courses.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—Graduates of the eighth grade of rural schools are granted free tuition for four years by winning first place in a competitive examination, held by the county superintendent of schools, in accordance with an act passed in 1905.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a five-year course upon presentation of their certificates of graduation.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accomodations are excellent in quality, are ample in quantity and are within a few minutes' walk of the school. Facilities for self-boarding are also available and at moderate rates.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. Twenty-five cent carriages meet the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at $4.50 to $4.75 a week. The incidental expenses are substantially what students make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

COURSES OF STUDY.

Twelve courses of study leading to diplomas are offered:

1. A one-year course for college and Normal School graduates not leading to a degree.
2. A two-year course for graduates of four-year high schools that are on the accredited list of the University of Illinois. Graduates of four-year high schools that are partially accredited can make up their conditions here.
3. A three-year course for graduates of high schools having shorter courses and for others of equivalent preparation.
4. A four-year course of classical training.
5. A four-year course for winners of township scholarships and for other graduates of country schools.
6. A five-year course for graduates of country schools who wish to become teachers.
7. A two-year course in domestic science for the preparation of special teachers of the subject in elementary schools.
8. A two-year course in manual training for the preparation of special teachers of the subject in elementary schools.
9. A two-year course in drawing for special teachers in elementary schools.
10. A two-year course in vocal music for the preparation of special teachers of music in elementary and secondary schools.
11. A one-year course for college or university graduates leading to the degree of Bachelor of Education.
12. A two-year course for Normal School graduates leading to the degree of Bachelor of Education.

The foregoing courses all lead to diplomas. In addition to these courses special lines of work are offered to students who wish to teach in country schools. These courses are not presented here for they vary materially and large latitude is permitted to the candidates in the matter of choice. Others who wish to elect short courses will be welcome and will be accorded such privileges as their preparation warrants.

PUPIL TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden School. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead of one term. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of special methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than fourteen thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

A special director of physical training has charge of the women and a similar arrangement is provided for the men. The ordinary gymnasium and field games are employed for healthful and pleasing exercise and a systematic course in school-room free gymnastics with appropriate apparatus is supplied.

MANUAL TRAINING.

Two shops, one for the Normal students and another for the children of the training school, afford excellent opportunities for manual training work. Six rooms with proper equipment, aggregating more than 3,500 square feet of floor space, provide facilities for the former and a large room in the training school building serves the latter. Woodwork, metal work, pottery, printing and book-binding are offered and courses in construction work in primary grades are on the elective list. The institution undertakes to prepare special teachers of this subject for elementary schools.

SCHOOL GARDEN.

Ample space is afforded for a school garden which is worked out under the direction of the science department.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

The department also offers a two-year course for suitably prepared students, which fits them for special work on this line in elementary and secondary schools. The rooms in the Normal building are utilized for the Normal students and a large room in the training school building is provided for the children.

VOCAL MUSIC.

A course of one year in vocal music is required of all students except college and Normal School graduates. The purpose of the course is to prepare room teachers to give suitable instruction in singing.

The institution now offers a two-year course for those desiring to become supervisors of music in public schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.
2. The Glidden Literary Society. Meetings on Saturday evenings.
3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.
5. The Glidden Basket Ball Team.
6. The Foot Ball Team.
7. The Base Ball Team.
8. The Treble Clef Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and managed by a board of directors selected by the student body.

"THE NORTHER."

"The Norther" is published once a year by the Senior class.

COURSES OF STUDY.

1. THE ONE-YEAR COURSE for College and Normal School graduates and not leading to a degree requires the completion of ten term-majors and one term of half-day room charge in the training school. The subjects to be taken are determined by personal conference and are selected from those given in Courses 2, 3 and 4. An educational thesis of not less than fifteen hundred words is required from each candidate.

2. THE TWO-YEAR COURSE is outlined herewith. The requirement for admission is graduation from a four-year high school on the accredited list of the University of Illinois. Graduates of partially accredited schools may also enter this course but will be required to work off their conditions here or elsewhere before graduation.

Two terms of half-day teaching in the training school, one of which must be in charge of a room, are required for graduation. If, however, such superior skill is exhibited as to make such requirement unwise, two studies may be taken in lieu of one term. Substitutions for certain of the subjects will be permitted where it seems the wiser plan.

The electives and substitutions are chosen from the list to be found on page 13.

Graduates of this course are admitted to the junior year at the University of Illinois, Northwestern University, the University of Wisconsin and several other institutions of similar standing.

I.	II.	III.
Geography 4	Reading 4	Grammar 4
Drawing .....1—5	Drawing .....1—5	Drawing .....1—5
Biology 4	Biology 4	Biology 4
Drawing .....1—5	Drawing .....1—5	Drawing .....1—5
Arithmetic 4	History 4	History 4
Music .....1—5	Music .....1—5	Music .....1—5
Psychology 4	Psychology 4	Psychology 4
Music .....1—5	Music .....1—5	Music .....1—5
Physical Training.2	Physical Training.2	Physical Training.2
	Themes 1	

IV.	V.	VI.
Teaching or 2 electives 10	Teaching or 2 electives 10	Teaching or 2 electives 10
Physics 5	Algebra 5	Geometry 5
Literature 4	History of Education 4	History of Education 4
School Manag't...1—5	School Manag't...1—5	School Manag't ...1—5
Themes 1		

An educational thesis of not less than fifteen hundred words is required for graduation.

3. THE THREE-YEAR COURSE follows the accompanying outline. The requirements for admission are less definitely defined than in the preceding course as many candidates are relatively mature but lack the technical preparation required by the higher institutions. In general the preparation should be substantially equivalent to what is implied in

graduation from a three-year high school course. Graduates from such schools will be permitted certain substitutions if desired. Personal conference or correspondence will determine the work to be done.

Liberal credits are allowed by higher institutions for the work in this course.

The requirements for practice teaching are the same as in the preceding course.

I.	II.	III.
Reading 5	Meteorology 5	Pedagogy 4
History 5	Arithmetic 5	Drawing .....1—5
Grammar 4	Geography 4	Geography 4
Drawing .....1—5	Drawing .....1—5	Music .....1—5
Arithmetic 4	Grammar.....4	Algebra 4
Drawing .....1—5	Drawing .....1—5	Drawing .....1—5
Music 2	Music 2	Nature Study 4
Physical Training.2—4	Physical Training.2—4	Music .....1—5
	Themes 1	Physical Training.2
		Themes 1

IV.	V.	VI.
Algebra or Latin.. 5	Geometry 5	Geometry or Latin 5
Ancient History... 5	Latin or Literature 5	Literature 5
Psychology 4	Psychology 4	Psychology 4
Drawing .....1—5	Drawing .....1—5	Drawing .....1—5
Biology 4	Biology 4	Biology 4
Drawing .....1—5	Drawing .....1—5	Drawing .....1—5
Themes 1	Themes 1	

VII.	VIII.	IX.
Teaching or 2 electives 10	Teaching or 2 electives 10	Teaching or 2 electives 10
Physics 5	Chemistry 5	Physical Geog.... 5
Rhetoric.....4	Civics 4	History of Education 4
School Manag't...1—5	School Manag't...1—5	School Manag't ..1—5

An educational thesis of not less than fifteen hundred words is required for graduation. The electives and substitutions are to be found on page 13.

ELECTIVES AND SUBSTITUTIONS.

ELECTIVES. Fall Term.	ELECTIVES. Winter Term.	ELECTIVES. Spring Term.
Latin 5	Latin 5	Latin 5
German 5	German 5	German 5
Literature 5	Literature 5	Literature 5
Sociology 5	Sociology 5	Sociology 5
Ethics 5	Ethics 5	Oratory 5
Oratory 5	Astronomy 5	Drawing 5
Drawing 5	Drawing 5	Physiography 5
Logic 5	Civics 5	Political Economy...5
English History 5	History of Education.4	Geology 5
Advanced Nature Study 5	Rhetoric 5	Advanced Nature Study and Agriculture 5
	History of Illinois..5	Philosophy of Education 5
	Chemistry 5	
	Advanced Nature Study 5	

4. The Four-Year Classical Course contains the pedagogical work of the three-year course and a Latin, Greek or German course. The requirements for admission are similar to those of the three-year course with credits in the languages where the work has been well done.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin Grammar and Reader 5	Latin Grammar and Easy Reading 5	Caesar and Composition 5
Geography 4	English Grammar ...4	Pedagogy 4
History 5	Arithmetic 5	Algebra 4
Arithmetic 4	Reading 5	Biology 4
Music 2	Music 2	Music 2

SECOND YEAR.

First Term.	Second Term.	Third Term.
Caesar and Composition 5	Caesar 5	Cicero and Compos'n.5
Algebra 5	Biology 4	Literature 5
Biology 4	Geometry 5	Biology 4
History 5	Literature 5	Geometry 5
Drawing 2	Drawing 2	Drawing 2

THIRD YEAR.

First Term.	Second Term.	Third Term.
Cicero and Composition 5	Ovid 5	Vergil 5
Rhetoric 4	German or Greek....5	German or Greek....5
German or Greek....5	Psychology 4	Psychology 4
Psychology 4	Civics or Political Economy 4	Literature or Physical Geography ...5
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

First Term.	Second Term.	Third Term.
Vergil or Physics...5	German or Greek....5	History of Education.4
German or Greek...5	Livy or Physics.....5	German or Greek or Chemistry 5
Teaching 10	Teaching 10	School Management.1
School Managem't...1	School Managem't...1	Teaching 10

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required.

5. FOUR-YEAR COURSE FOR EIGHTH-GRADE GRADUATES HOLDING SCHOLARSHIPS AND FOR OTHERS OF SIMILAR QUALIFICATIONS.

The Forty-fourth General Assembly passed what is commonly known as the "Lindly Bill." This law provides for the gratuitous instruction for four years in any state normal school in Illinois, of the winners of the township scholarship which this act created. The following sections of the law will explain the methods of procedure to those who desire to avail themselves of the advantages which it offers.

Section I. Be it enacted by the people of the State of Illinois, represented in the General Assembly: that in order to equalize the advantages of the state normal schools, there shall be awarded annually, to each township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any state normal school for a period of four years. Provided, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section II. The County Superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township for the benefit of graduates of the eighth grade. Provided, that where a township is divided by county lines the County Superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section III. All examinations shall be held on the second Saturday in May of each year, according to the rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And, provided, further, that where no application is received from any township, the County Superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section IV. The County Superintendent shall certify the names and addresses of all successful applicants with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any state normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or any incidental fee whatsoever.

In the portions of the state not so generously supplied with high schools as in Northern Illinois many have taken advantage of this law. In the territory mainly furnishing the pupils for the Northern Illinois State Normal School there is a high school within comparatively easy reach of every home. There are many young people, however, who have finished the rural schools, or the eighth grade of town schools, who prefer to go to the Normal School rather than to the nearest high school. Since provision must be made for the Lindly Scholarship pupils it has been decided to admit others of similar qualifications to the following courses of study if they are of sufficient maturity to take them profitably. A term fee of two dollars is the only charge for instruction and for ordinary school supplies.

It will be observed that this course is purely academic. Upon its completion a diploma will be awarded which will be distinguished from the regular Normal School diploma by suitable designation. Pupils finishing the first two years of this course will be admitted to the Three-Year Course for the preparation of teachers. Those finishing the entire course will be admitted to the Two-Year Course of the Normal department. Upon completion of that course they will be admitted to the junior year of the University of Illinois and of other institutions of similar grade.

Students in this course will be admitted to all of the privileges of the regular Normal students. There is thus placed at their disposal an institution of very superior equipment.

General Course.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Arithmetic 4	Arithmetic 5	Bookkeeping 5
Nature study 4	English 5	Agriculture 4
or Latin 5	Reading 5 (6 wks.)	or Latin 5
English 5	Geography 5 (6 wks.)	English 5
Reading 4	El. Physics 4	Geography 5
Spelling 1	or Latin 5	Spelling 1
Shop 2	Spelling 1	Shop 2
Drawing 2	Shop 2	Drawing 2
Writing 2	Drawing 2	

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra 5	Algebra 5	Algebra 5
Zoölogy 5	Physiol. 5	Botany 5
or Foods 5	English 5	English 5
English 5	Greek and Roman	Roman Hist. 5
Greek Hist. 5	Hist. 5	or Latin 5
or Latin 5	or Latin 5	Drawing 2
Drawing 2	Drawing 2	Music 2
Music 2	Music 2	

Students completing the foregoing work, or its equivalent, will be admitted to the Three-Year Course of the Normal department without examination.

Third Year.

Fall Term.	Winter Term.	Spring Term.
Geometry 5	Geometry 5	Geometry 5
Physics 5	Physics 5	Physics 5
Med. Hist. 5	Med. and Mod. Hist. 5	Mod. Hist. 5
Literature 5	English 5	Literature 5
or Latin 5	or Latin 5	or Latin 5
Drawing 2	Drawing 2	Drawing 2

FOURTH YEAR.

Fall Term.	Winter Term.	Spring Term.
*Chemistry 5	*Chemistry 5 (6 wks.)	*Sociology 5
American History 5	Physical Geography 5	Physical Geog. 5
Commercial Arith. 5	(6 wks.)	Civics 5
*Geology 5	Civics 5 (6 wks.)	*Astronomy 5
Drawing 2	American Hist. 5	
or Manual Training 2	(6 wks.)	
	*Commercial Geog. 5	

*These subjects are suggested but not required. Substitutions may be made from the elective list.

ELECTIVES.

Fall Term.	Winter Term.	Spring Term.
Literature 5	Literature 5	Rhetoric 5
Latin 5	Latin 5	Latin 5
†Manual Training 10	†Manual Train. 10	Public Speaking 5
†Domestic Arts 10	†Foods 10	†Sanitation 10
Meteorology 5	Economics 5 (6 wks.)	Economics 5
Agriculture 5	Agriculture 5	Agriculture 5
Advanced Read. 5		Solid Geometry 5

The two-hour minors will require not more than a half-hour of preparation.

6. THE FIVE-YEAR COURSE for graduates of country schools and of the eighth grade of town schools consists of the first two years of Course 4 or Course 5 and the whole of Course 3.

7. TWO-YEAR COURSE IN PREPARATION FOR TEACHING OF DOMESTIC SCIENCE.

Prerequisites: A four-year High School course including: One yr. Physics, one yr. Chemistry, one-half yr. Biology or Zoölogy, one-half yr. Physiology.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Physics 5	Gen'l Chemistry 5	Qual. Chemistry 5
Bacteriology 5	Physiology 5	Plant Physiology 5
Psychology 4	Psychology 4	Sanitation and Hygiene 5
Food I 5	Foods II 5	
	Themes 1	Sewing I 5

SECOND YEAR.

First Term.	Second Term.	Third Term.
Literature 4	History of Education 4	Hist. of Education 4
Design 3	History and Teaching of Domestic Sci. 5	Household Problems 5
Sewing and Textiles II 5	Teaching in Training School (Sewing) 5	Teaching in Training School (Cooking) 5
Chem. of Foods and Dietetics 3	Chem. of Household 3	Elective 5
Gen'l Method in Teaching 5	Themes 1	

This course is planned to prepare students to teach Home Economics in the grades. Additional previous training may permit them to teach in secondary schools.

Subjects given in other departments are related as closely as their nature permits to the problems of the home.

Foods I.—This is a survey course.

Production, manufacture, structure, composition and preparation of foods.

Foods II.—An intensive study of subjects in course I and Elementary Dietetics.

†No outside preparation is required.

Sanitation and Hygiene.
Personal and public.

Sewing I.
Handwork and machine sewing applied to simple garments. Drafting.

Sewing and Textiles II.
This course includes the making of more complicated garments, their selection, designing, fitting, cost. Fabrics are studied with relation to use, cost and care.

Design.
This course is intended to develop and guide good taste in dress and in the designing and furnishing of the home.

Chemistry of Foods and Dietetics. One-half term.
The chemistry of digestion, simple analysis of foods, testing for impurities, food laws. Problems in dietetics.

History and Teaching of Home Economics.
Development of Home Economics movement. Courses suitable for different grades and conditions. Equipment and cost of maintenance. Observation of classes.

Teaching in Training School under supervision for one term each in Sewing and Cooking.

Chemistry of the Household.
Chemistry of Cleaning and of Fuels.

Household Problems.
Cost of living. Markets and buying. The housekeeper's responsibilities to her family and to the community.

8. TWO-YEAR COURSE IN MANUAL ARTS.

The purpose of this course is the preparation of teachers of manual training for elementary schools and for woodword in secondary schools.

Graduation from an accredited high school or an equivalent training is a prerequisite for admission to this course. Graduates of colleges and state normal schools will receive credit for satisfactory work done in such institutions.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Drawing 5	Drawing, Representation 5	Drawing 5
Benchwork 10	Benchwork 10	Benchwork 10
Metalwork 5	Metalwork 5	Bookbinding 10
English 4	Algebra 5	Geometry 5
Psychology 4	Psychology 4	

SECOND YEAR.

First Term.	Second Term.	Third Term.
Drawing 5	Drawing 5	Drawing 5
Pottery 10	Turning and Pattern Making..10	Benchwork 10
Elementary Construction 10	Forging 10	History of Education 4
English 4	Method 5	Teaching 10

Drawing. The Drawing of the First Year, First Term, is construction and decorative design relating to the shopwork of the First and Second Term. The Drawing of the Second Term is Representation.

That of the Third Term is a continuation of the work of the First Term, with the emphasis on Decoration.

The Drawing of the Second Year is all Mechanical Drawing; it will be connected as closely as possible with the shopwork.

BENCHWORK. The benchwork of the Third Term of the Second Year will consist of the working out of a course of seventh and eighth grade problems.

METHOD. The Method work will be Special Method in Manual Training.

9. DRAWING.

Two-Year Course for Special Teachers in Public Schools.

Graduation from an accredited High School, or equivalent scholarship, and the regular Normal work of one year in drawing, or its equivalent, are prerequisites for this course.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology 4	Psychology 4	Pedagogy 4
Rhetoric 4	Literature 5	Literature 5
Drawing 10	Drawing 10	Nature Study 4
Elementary Construction 5	Elementary Construction 5	Drawing 10

SECOND YEAR.

First Term.	Second Term.	Third Term.
Ancient History 5	History of Education 4	History of Education 4
Anatomy 5	History of Art 10	Teaching 10
Drawing 10	Methods of Teaching Art 5	Sketching 10
	Manual Training ..4	

EXPLANATION OF THE COURSES IN DRAWING.

FIRST YEAR.

First and Second Term Drawing.—Principles of perspective as shown in still life groups, interiors, exteriors, street scenes, landscape and plants in pencil outline, pencil painting, and chalk.

Constructive design in connection with the elementary construction work. Advanced mechanical drawing.

Third Term.—Principles of Design, working out definite problems for woodwork, pottery, leather, baskets, book covers and end papers including stenciling and block printing.

SECOND YEAR.

First Term.—A course in water color using for material nature, landscape, and still-life groups. Life drawing from costumed figures and animals using charcoal, ink and color.

Second Term.—A lecture and study course. Photographs and lantern slides will be used. Notes are to be kept in book form. In connection with this there will be some cast drawing in charcoal, sketches in pencil, pen and ink, and water color. Appropriate designs will be made

for initial letters, headings, etc. and the book bound under the direction of the Manual Arts instructor.

Methods of teaching art.

Methods of supervision.

Plans for a course with drawings illustrative of all lines of elementary school work.

Third Term.—Out-of-door sketching using pencil, charcoal and color.

10. TWO-YEAR COURSE IN VOCAL MUSIC.

This course is intended for the preparation of teachers of vocal music in public schools.

FIRST YEAR.

First Term.	Second Term.	Third Term.
Psychology 4	Psychology 4	Pedagogy 4
English 4	English 5	English 5
Ear training and Dictation 5	Sight Singing 3	Sight Singing 3
Sight Singing 3	Ear training and Dictation 5	Ear Training and Dictation 5
History of Music 2	Vocal Culture 2	Vocal Culture 2
Vocal Culture 2	History of Music 2	History of Music 2
Chorus Work 1	Chorus Work 1	Chorus Work 1

SECOND YEAR.

First Term.	Second Term.	Third Term.
Primary Method ...5	Intermediate Method 5	History of Ed.....4
Sight Singing 3	Sight Singing 3	Sight Singing 3
Harmony 2	Harmony 2	Harmony 2
Theory of Music....3	Theory of Music....3	Theory of Music....2
Teaching 5	Teaching 5	Teaching 5
School Systems and Methods 5	School Systems and Methods 5	School Systems and Methods 5
Vocal Culture 2	Vocal Culture 2	Vocal Culture 2

A prerequisite for admission to the course is graduation from a good four-year high school course.

11. THE ONE-YEAR COURSE leading to the degree of Bachelor of Pedagogy is open to graduates of colleges and universities under the following conditions:

1. The applicants must possess the qualifications requisite for admission to the graduate schools of the University of Illinois, the University of Chicago, or Northwestern University.

2. The requirements for graduation are four courses, each one year in length and occupying five recitation periods a week.

3. These four courses may be selected from the degree courses given on pp. 21-7 but must be satisfactory to the Faculty. Not all of these courses are given each year and the previous work of the applicant will be taken into account in determining the selection.

For rules governing course see Course 12.

12. THE TWO-YEAR COURSE leading to the degree of Bachelor of Education is explained below which also incudes the rules for Course 11.

RULES.

By a recent act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.
2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.
3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.
4. The requirements for each year's work in graduate study shall consist of four courses each a year in length five hours a week.
5. Normal school graduate candidates for a degree shall be permitted to take three of the eight courses in absence provided that the courses be taken under the direction of the faculty of the Normal School and that the final examination be taken at the Normal School directing these courses.
6. The work done by the Normal School graduates in approved colleges, as defined in Rule III, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

In pursuance of the above plan this institution will offer the following courses leading toward the degree. The courses to be offered for the year 1910-11 will be determined by the wishes of those making application for the degree. Such application should be made before the 1st of September, 1910.

COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

1. LITERATURE DEGREE COURSE.

First year:

1. Ballad and Epic Poetry. Fall Term.

Studies in the early English Ballads, the developed folk epic, the modern art epic, and minor forms of narrative poetry.

2. Lyric and Dramatic Poetry and the Dramatic Monologue. Winter Term.

The earlier and later English song writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

3. The Essay, the Short Story, and the Novel. Spring Term.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

Second Year:

4. Nineteenth Century Poetry. Fall Term.

From Wordsworth and the later romantic writers to Arnold.

5. American Poetry. Winter Term.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier and later minor writers.

6. Literature for Children. (Optional with Course 7). Spring Term.

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

7. The Teaching of Literature. (Optional with course 6). Spring Term.

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to courses of study and to manner of presenting it.

2. ENGLISH COMPOSITION—ONE-YEAR DEGREE COURSE.

1. Advanced Rhetoric. Fall Term.

2. Composition. Winter Term.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

3. Composition. Spring Term.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

3. MANUAL TRAINING. DEGREE COURSE.

Material for two year-credits may be selected from Course 8.

4. LATIN. DEGREE COURSE.

FIFTH YEAR.

The year's work will cover: (a) Selection from Horace's Odes, Satires, and Epistles with special attention to prosody; (b) Roman literature with reading of selections from representative authors.

SIXTH YEAR.

Direct preparation for teaching secondary Latin with systematic review of the grammar covering the forms and points of syntax of the first year's work. This will take the form of intensive study of the grammar and extensive writing of prose, together with memorizing of phrases and sentences. Practice will be given in asking and answering questions in Latin as is done in teaching the modern languages.

The work of Cæsar, Cicero, and Vergil will consist of the intensive study of selected portions of the work of each author, as for example: The war with the Helvetii, the first Oration against Catiline, and Book I, lines 1 to 494 of Vergil. In going over these, history, mythology and life in Roman times will be discussed. Obscure passages will be worked out and a start made along the lines which the teacher should follow.

At some time during the year there will be given a short discussion of the status of Latin, its justification, and importance in education.

Course 4 will be open to any person intending to teach Latin who has finished the Latin in Course 4, p. 14, or its equivalent. The student will be required to observe the teaching done in the undergraduate work and from time to time to take charge of the various classes.

5. GERMAN. DEGREE COURSE.

THIRD YEAR.

Group-reading in Schiller and Goethe. Two plays of each author will be read and discussed. These will be selected from the following: Die Braut von Messina, Wallenstein, Maria Stuart, Die Jungfrau von Orleans, Egmont, Iphigenie auf Tauris, Torquato Tasso. In this course some careful translation, both written and oral, will be done but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

FOURTH YEAR.

The reading of Heine's Die Harzreise and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and Wilhelm Tell. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of the beginning class. The work in Tell will cover the historical setting, careful rendering of difficult passages and an examination of doubtful passages. The development of the various plots will be carefully considered.

6. EXPRESSION—ONE YEAR. DEGREE COURSE.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

I. Phonics; articulation; pronunciation. Breath control, Relaxation and bodily control. Concentration. Imagination in relation to expression. Study of selections containing vivid imagery.

II. Bodily responsiveness. Development of control and quality of voice through imagination. Directness. Simplicity.
Studies in formulation, discrimination, emotion and volition.
Selections from standard authors.

III. Pantomime and gesture. Art principles of literary interpretation. Voice, diction, melody, phrasing, pause, rhythm, gesture, in relation to development of dramatic imagination and emotional power. Public recitals.

IV. The Drama.—Forms of the dramatic. Character studies. Dramatization of stories. The monologue. Presentation of scenes from good modern plays. Stage deportment.

V. The Drama.—Further study of principles of dramatic art.
Comparison of Shakespeare and Greek drama. Management of plays. Presentation of one Shakespearean tragedy and one comedy.

VI. Public Speaking.—Fundamentals of public address. Study of great

orations. Extemporaneous speaking. The debate. Two carefully prepared orations to be delivered before the school.

During this course opportunities will be given for the conduct of classes and the coaching of plays under personal supervision.

7. PHYSIOGRAPHY. DEGREE COURSE.

Advanced Course, one year.

This course will cover in the first two terms the work outlined in Salisbury's Advanced Course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

8. GEOGRAPHY. DEGREE COURSE.

Advanced Course:

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography, and climate, as factors in location and development of natural resources; influence of physiographic regions and development of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

9. VOCAL MUSIC. DEGREE COURSE.

A one-year credit may be selected from Course 10 for specials, p. 20.

10. PHYSICS. DEGREE COURSE.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms.

Fall Term:—Mechanics and sound.

Winter Term:—Magnetism and Electricity.

Spring Term:—Heat and Light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

11. CHEMISTRY. DEGREE COURSE.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the

fall term a good high school text will be used. In succeeding courses more advanced text will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

12. BOTANY. DEGREE COURSE.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams

Winter Term:—Bacteriology; History.

Spring Term:—Plant Physiology; Economic Plant Families.

13. ZOOLOGY. DEGREE COURSE.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except Birds); Embryology.

Spring Term:—Birds; Pond Fauna.

14. HISTORY OF THE UNITED STATES. DEGREE COURSE.

ONE YEAR.

First Term—Territorial Development—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial grants. Land claims of the states. Changes in boundaries and boundary disputes (national and state).

Second Term—Slavery—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

Third Term—Growth of Union—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).

15. MODERN EUROPEAN HISTORY. DEGREE COURSE.

ONE YEAR.

First Term—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prus-

sia. Rivalry of France and England. America from the European standpoint. Social, industrial, intellectual, and religious spirit of the age.

Second Term—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and Germany. Third French republic.

Third Term—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey. Expansion of Europe. Present day problems.

16. DRAWING. DEGREE COURSE.

Two one-year courses may be selected from Course 9 for specials.

17. DOMESTIC SCIENCE. DEGREE COURSE.

Two one-year courses may be selected from Course 7 for specials.

18. MATHEMATICS. DEGREE COURSE.

TRIGONOMETRY—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Crockett.

COLLEGE ALGEBRA—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation. The Binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Fine's College Algebra.

ANALYTIC GEOMETRY—SPRING TERM.

Prerequisite: College Algebra.

The topics will be taken up in the following order: Coordinate System; The Locus of an Equation; The Equation of a Locus; Equation of the First Degree; Transformation of Coordinates; The Circle.

The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

19. HISTORY OF EDUCATION. DEGREE COURSE.

A One-year course covering ancient and modern education.

1. Fall term.

Selected topics from Greek, Roman, mediaeval and modern education to the 20th century.

2. Winter term.

The development of secondary education and training of teachers for such schools.

3. Spring term.

The school system of the United States including a general survey of the development of education in this country.

20. PHILOSOPHY OF EDUCATION. DEGREE COURSE.

A half-year course with Rosenkranz as a text.

21. PSYCHOLOGY. DEGREE COURSE.

A one-year course in the history of Psychological theories.

The Greeks, Plato and Aristotle, Modern Psychologists, and more especially Wolff, Locke, Leibnitz, Herbart, Wundt, Mill, Spencer, Hall, Dewey and James.

22. LEADING PROBLEMS OF THE MODERN ELEMENTARY SCHOOL. DEGREE COURSE.

One Year's Work.

FALL TERM.

Recent development of the course of study in the U. S. Expansion of studies in response to social needs. Crowding of the curriculum and remedy. Double difficulty of simplifying and enriching the course of study. A basis for organization of studies in the curriculum. Relative values and interrelation of studies. Relation of formal to content studies, a projected course of study. Criticism of present curricula.

WINTER TERM.

Units of study in the form of types for organizing the subject matter in History, Science, Literature, Geography, and the Manual Arts.

Illustrative types worked out and discussed for the leading studies.

The working out of units of study and the organization of subject matter by students.

SPRING TERM.

The general principles of method applied to the several studies.

Illustrative lessons in various subjects and grades.

Difficulties of class room work. Individual versus class instruction. Teaching children how to study. The use of illustrative materials and libraries.

Text books and their use. The problem of supervising teachers.

ANALYSIS OF SUBJECTS IN COURSES NOT LEADING TO A DEGREE.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. MCMURRY.

1. PEDAGOGY—Third term. Courses 3 and 4. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, course 2; second year, course 3; third year, course 4. Four hours a week.

This course occupies one-year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the method of the subjects of the elementary school.

A psychology text is used the first two terms. The McMurry method books are used the third term with illustrative class exercises with children.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week. Elective.

The text is Rosenkranz's Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, course two, and ninth term, course 3. Four hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT

All of the senior year in courses 2, 3 and 4, one hour a week.

I. SCHOOL ORGANIZATION.
   a. Theory of Public Free School.
   b. Parties to school organization:—Taxpayers, parents, the child. Conflicting interests and demands to be co-ordinated and harmonized. Board of Education, teachers, home, child in relation to school.

II. SCHOOL ORGANIZATION AND MANAGEMENT.—Determined by demands of child's development.
   1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
   2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
   3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. SCHOOL HYGIENE.—Shaping the school conformably to laws of the child's physical nature.
   a. School environment: grounds; building:—construction—arrangement—care.
   b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
   c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area; control of light.
   d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habitual postures of pupils at desks.
   e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
   f. Infectious and contagious diseases.

IV. PROGRAM OF WORK.—Economy of Energy.
   a. Appointment of time—week and day as units—program of study and recitation—economics.

b. Correlation of work—advantageous successions.
c. Rests—character and distributions.

V. Classification and Gradation of Pupils.—"The lockstep of the public schools."

VI. School Discipline.—Shaping the school conformably to the laws of the child's moral and spiritual growth.
1. Elements of the problem.
a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control.
Teacher's task:—Training pupils to behavior.
b. Social element:—Rise of moral notions. "Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior."
c. Biological elements:—"Man an organism for re-acting on impressions." "Education: bringing mass of possible re-actions into rational control."
d. Physiological elements:—Health, fatigue, school and home environments as affecting conduct.
2. Moral Training.—How Effected.
a. School associations:—community of ideals and interests—co-operation vs. competition. Plays and games. Occupations.
b. School management (internal). School-room order—economy—standards—spirit.
c. School atmosphere—determined by teacher—elements. School-room faults and vices.
d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.
e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
f. Shaping ideals—personality of teacher—"Character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE AND MISS PATTEN.

1. History.—Second term, course 2. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

Text Book: Mace's Method in History.

2. History of Illinois.—Third term, course 2. Four hours a week.

A course, in which those events of Illinois History which are of national importance are studied.

Text Book: Smith's Students' History of Illinois.

3. History.—First term, course 3. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics are selected. Those typical in their character and those which grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to in-

terpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, course 3. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, course 3. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. GREEK AND ROMAN HISTORY.—Second year, course 5. Five hours a week.

TEXT: WOLFSON'S ESSENTIALS OF ANCIENT HISTORY.

7. MEDIAEVAL AND MODERN HISTORY.—Third year. Course 5. Five hours a week.

TEXT: WEST'S MODERN HISTORY.

8. AMERICAN HISTORY. Fourth year. Course 5, tenth and eleventh terms.

TEXT: JAMES AND SANFORD.

9. CIVICS.—Fourth year. Course 5, eleventh and twelfth terms.

TEXT: Advanced Civics. Forman.

10. SPECIAL METHOD IN HISTORY.—Elective, winter term, senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and graphic charts, pictures, the library, biographical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

11. ENGLISH HISTORY.—Elective fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: CHEYNEY'S SHORT HISTORY OF ENGLAND.

12. MEDIAEVAL HISTORY.—Elective, second term, senior year. Five hours a week.

The term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the

value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemange is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

13. CIVICS.—Elective, winter term, senior year, course two. Five hours a week.

Taken with No. 5 above with an additional recitation each week devoted to special topics.

14. POLITICAL ECONOMY.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT BOOK: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes or more have been received.

DEPARTMENT OF SCIENCE.

MR. WAGER, MR WHITTEN, MISS MANN.

STUDENT LARORATORY ASSISTANTS.

MISS ARNOLD, MISS FREDERICK.

The subjects included in this department are meteorology, Nature Study, Zoology, Hygiene and applied Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture.

The aim of the department is to furnish scientific training for teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. METEOROLOGY.—Second term, course 3. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

2. NATURE STUDY.—Third term, course 3. Four hours a week.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

Gardening. Garden calendar. Insect pests. Weeds.

The Pond as an ecological group.

MR. WAGER AND MISS MANN.

3. ZOOLOGY.—First term, course 2, and fourth term, course 3. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological sur-

vey it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot be well studied in the springtime nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who, through thorough preparation, have attained a comprehensive view of the biological field. Today, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources, and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. WAGER AND MISS MANN.

4. Human Physiology.—Second term course 2, and fifth term, course 3. Four hours a week.

1. Vertebrate studies, as types and as a basis for human anatomy and physiology. Frog; turtle; bird (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. WAGER AND MISS MANN.

5. Botany.—Third term, course 2, and sixth term, course 3. Four hours a week.

Botanical studies are foremost but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Algae and fungi. Mosses. Ferns.

Gymnosperms and Angiosperms.

Experimental studies with seedlings; plant physiology.

Plant societies.
The great economic plant families.

MR. WAGER AND MISS MANN.

6. PHYSICS.—Fourth term, course 2, and seventh term, course 3. Five times a week.

It is the aim of this course to provide the grade teacher with a sufficient working knowledge of physical laws to enable her to interpret the chief physical phenomena of daily life; to make her feel more or less at home amidst the play of those physical forces whose application to the problems of living, through machines, devices for heating, lighting, ventilating, and otherwise so tremendously influence all our activities.

No attempt will be made to cover the entire realm of physics and the aim as stated above will serve as a guiding principle in the selection of topics for study. Laboratory illustration and verification will accompany the study of a text.

A high school course in physics, or its equivalent, is presupposed for this course. However, students of superior attainments who can satisfy the instructor as to their proficiency in physics may, by special arrangement, be permitted to substitute course 7, 10, 11, or 13 below.

MR. WHITTEN.

7. CHEMISTRY.—Eighth term, course 3. Five hours a week.
A study of the more important elements and their compounds.
Inductive development of chemical laws.
Chemistry of familiar things.

MR. WHITTEN.

8. CHEMISTRY.—Winter term, senior year. Five hours a week. Elective where not required.

MR. WHITTEN.

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—Spring term, senior year. Elective. Five hours a week.
Chemistry is a prerequisite.

MR. WHITTEN.

10. ADVANCED PHYSICS.—Winter term, senior year. Continuation of course 6. Elective. Five hours a week.

MR. WHITTEN.

11. ADVANCED CHEMISTRY.—Spring term, senior year. Continuation of course 7. Elective. Five hours a week.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year. Elective. Five hours a week.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades: the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. WAGER AND MR. WHITTEN.

13. METHOD IN PHYSICAL SCIENCE. Fall term. Senior Year. Five hours a week. Elective.

This course is designed to make a special study of the topics from physics and chemistry suitable for use in the grades, to arrange such

topics into a course of study, and to prepare plans and arrange apparatus for the actual presentation of the topics to children.

MR. WHITTEN.

14. Nature Study. First term. Course 5. Four hours a week.

This course is designed to acquaint the student with the common out-of-door-life phenomena and includes, also, a more scientific and detailed study of one or two problems of economic importance. The subjects of study are determined largely by changing conditions due to the succession of the seasons, and the subjects for scientific approach by the ability of the class.

MISS MANN.

15. Elementary Physics. Second term. Course 5. Four hours a week.

The object of this course is an elementary study of some of the more common appliances through which physical laws are made to contribute to human progress. The work consists of the study of a text, use of reference books, and numerous laboratory exercises.

MISS MANN.

16. Agriculture. Third term. Course 5. Four hours a week.

An elementary study will be made of soils, farm crops, farm machinery, farm animals, etc. The authorities consulted will consist of a text-book and numerous pamphlets and bulletins of the Department of Agriculture and of the various colleges of agriculture. The principal theses will be demonstrated by laboratory exercises.

MR. WHITTEN.

17. Zoology.—Fourth term, course 5. Five hours a week.

18. Physiology.—Fifth term, course 5. Five hours a week.

19. Botany.—Sixth term, course 5. Five hours a week

20. Physics.—Seventh, eighth and ninth terms, course 5. Five hours a week.

A high school course. Special effort will be made to connect the work with real life and thus to give it concrete connection. The study of the text will be accompanied by numerous demonstrations and laboratory exercises.

MR. WHITTEN.

21. Biology.—Second year, course 5.

It is the aim of the year's work in this subject to acquaint the student with the nature of the fundamental life processes as exhibited in both plants and animals, including man. It is designed to lay especial emphasis upon the unity of these processes thus leading to a comprehensive conception of living things. Since such a unity exists it is possible to begin with almost any organism and lead into others; hence, the subject for study as outlined below may be treated as parts of the larger whole, and, for convenience, may be grouped as follows:

Zoology.

Study of paramoecium or amoeba as a typical protozoan. Life history and functions.

Hydra, earthworm, crayfish, insects as typical invertebrates. Fish, frog and bird as typical vertebrates. Comparison with invertebrates. Economic importance of each.

Physiology.

Comparison of human body with that of other bodies studied as regards both form and function of parts. Experiments and demonstrations

to determine and illustrate physiological processes. Discussion of personal and public hygiene.

Bacteria in relation to disease. Study of the principles of personal and public sanitation.

BOTANY.

Pleurococcus spirogyra, and a mould as types of lower plant forms.

Parts or organs of the higher plants with references to both morphology and function. Experiments and demonstrations.

Seeds and seedlings. Conditions favoring germination and growth.

Parts of a flower. Function and development of fruit. Practical application of principles to agriculture and horticulture.

MATHEMATICS.

MR. PARSON, MISS PARMELEE, ASSISTANT.

1. ARITHMETIC.—First term, course 2. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. Arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them, the four fundamental operations are critically examined, compared and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS:
   - I. Measurements of
     - a. Space.
       1. Length.
       2. Surface.
       3. Volume.
     - b. Time.
       1. Relation to longitude.
     - c. Force.
       1. Weight.
       2. Heat.
     - d. Value.
       1. United States money.

2. PERCENTAGE:
   - I. The three fundamental problems.
   - II. Applications.
     - a. Discounts.
     - b. Loss and gain.
     - c. Commission.
     - d. Stocks and bonds.
     - e. Interest.

MENSURATION:
   - I. Plane figures.
   - II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT BOOK: COOK AND CROPSEY.

2. ARITHMETIC.—First and second terms, course 3. Four hours a week.

Note the general statement for the arithmetic of the two-year course.

While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number.
3. Number operations. Decimal system.
    1. Integers.
        a. Counting as a foundation.
        b. A comparison of the fundamental operations.
        c. A careful study of the difficulties in learning these operations.
        d. Making graded problems.
    2. Fractions (common).
        a. As equal parts of a whole.
        b. As expression of ratio.
        c. Principles and their application.
        d. Peculiar difficulties in multiplication and division.
    3. Fractions (decimal).
        a. Comparison with common fractions.
        b. Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

3. ALGEBRA.—Fifth term, course 2. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive and associative laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

4. ALGEBRA.—Third and fourth terms, course 3. Four and five hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus lead into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. Geometry.—Sixth term, course 2. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstrations is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

Text: Sander's Plane and Solid Geometry.

6. Geometry.—Fifth and Sixth terms, course 3. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

Text: Sander's Geometry.

7. Commercial Arithmetic.—Tenth term, course 5. Five hours a week.

8. Geometry.—Third year, course 5. Five hours a week.

LANGUAGE.

MISS WHITMAN AND MR. KELLOGG.

1. English Grammar.—Third term, course 2. Four hours a week.

Since language is the expression of thought, the first essential of the study of Language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet prepared to examine it. Through the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The work in English Grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

The outline of work for the two-year course follows:

I. The Sentence; its larger divisions and their relations.
   1. Universal form of sentence as governed by the nature of thought:
      (a) Subject. (b) Predicate.
   2. Sentences classified on basis of purpose of speaker:
      (a) Declarative. (b) Interrogative. (c) Imperative. (d) Sentences that do not correspond in form and purpose. (e) Punctuation of a, b, c, d.
   3. Sentences classified on the basis of the number of thoughts expressed.
      (a) Single.
      (b) Compound.
      (c) Contracted compound sentence compared with single sentence with compound element.
      (d) Punctuation of (a) and (b).
   4. Simple analyses of the two essential elements of a sentence.
      (a) Principal word of each element.
      (b) Modifiers of each principal word, classified as words, phrases, clauses.
      (c) Punctuation of modifiers.

II. The material of which the sentence is composed, classified on the basis of kind of idea expressed.
   1. Substantive words:
      (a) Noun (including verbal noun).
      (b) Pronoun.
   2. Attribute words:
      (a) Adjective (including verbal adjective).
      (b) Attribute verb.
      (c) Adverb.
   3. Connective words:
      (a) Prepositions.
      (b) Conjunctions.
      (c) Copula.
   4. Words not grammatically connected with rest of sentence:
      (a) Interjection, and punctuation of same.
      (b) Expletive.

III. The intensive study of the parts of speech and their substitutes:
   1. Properties.
   2. Inflections.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. English Grammar.—First and second terms, course 3. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the exam-

ination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

For outline of work in English Grammar for three-year course, see outline for two-year course.

3. LATIN.—First year, course 4. Five hours a week.

First term—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

Second Term.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Cæsar's Commentaries, book I, chapters I-III; book II, chapters I-XXVIII. Smooth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student but chiefly as aid to interpretation. Relation of clauses and phrases carefully noted.

SECOND YEAR.

First Term.—Five hours a week. Cæsar, remainder of book II and book I. Careful study of Syntax, Prose Composition.

Second Term.—Five hours a week. Cæsar, books III and IV or selections from other books. Prose Composition.

Third Term.—Five hours a week, Cicero, Orations against Catiline I-IV. Prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

First Term.—Five hours a week. Cicero, The Oration for Archias and Manilian Law, Prose Composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I-III. Much attention paid to narrative, mythology and scansion. Prose Composition.

FOURTH YEAR.

First Term.—Five hours a week. Cicero de Senectute and de Amicitia. Careful review of Syntax.

Second Term.—Five hours a week. Livy, book XXI. Prose Composition.

Third Term.—Five hours a week. Livy, book XXII. Prose Composition.

4. GERMAN.—First Term, third year. Five hours a week.

Elementary German. Study of principles of German grammar with

much practice in pronunciation, reading and speaking As a text some grammar, such as Thomas's or a beginning book as Vos's Essentials of German is used. As soon as practicable Glück Auf is begun and carried on with the grammar work.

Second and Third Term.—5 hours a week. Completion of Grammar or beginning book and Glück Auf. Reading of two or three easy texts taken from the following: Zchokke's "Der Zerbrochene Krug," "Immensee," "L'Arrabbiata," "Höher als die Kirche," "In St. Jürgen." In using these the work is divided between covering the lesson by translation and the question and answer method. 'Frequently easy German from other books is read and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

FOURTH YEAR (Five hours a week).

First Term.—Reading one of Riehl's Novellen, or Manley and Allen's "Four German Comedies." This is followed either by "Wilhelm Tell" or "Die Jungfrau von Orleans," or Marie Stuart.

Second Term.—Hermann und Dorothea.

Third Term.—Nathan der Weise or Minna von Barnhelm and Selections from German poetry.

In this year the same method is followed as in the second and third term of the first year, and, in addition, the student is frequently asked to give an outline in German of an act or scene in review. A certain amount of prose work is done.

5. GREEK.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek alond, both before and after translation.

Third Term.—Completion of first book of Anabasis; with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second and third book of the Anabasis; continued work in prose.

Second Term.—Fourth book of the Anabasis and selections from the Hellenica. Prose Composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's Iliad, books I-III, omitting the catalogue of ships. Study of Ionïc dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express his appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings: 1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

1. READING.—Second term, course 2. Four hours a week.

1. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.

In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Matthew Arnold, Browning and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

2. READING.—First term, course 3. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.

3. READING.—First term and first half of second term, course 5.

The especial purpose of this course is to produce good sight-readers. All that has been given in previous statements is to be considered as equally applicable here.

4. PUBLIC SPEAKING.—Elective. Five hours a week.

5. ADVANCED READING.—Elective. Five hours a week.

DRAWING

MISS MERRITT.

1. Kinds of Drawing.

Drawing includes four lines of work.

1. Constructive Design.

This must correlate closely with the course in Manual Training. It includes the study of the best craft work of the past and present. It is the thinking out on paper of the new project, whatever the material to be used, as clay, metal, raffia, wood, etc. It includes the planning of the simplest problems such as the little books and envelopes, the paper cutting of bowls and baskets as well as the working drawings both freehand and mechanical of the later problems.

The elements which are the guides in constructive design are:

a. use.
b. place.
c. beauty of line, form, and relations.

2. Decorative Design.

This phase of the work must also be closely related to that of Manual Training, since decoration is meaningless unless it be for a particular purpose. This includes a study of the best ornament of the past and present. It includes a working out on paper of the new design showing a good color harmony, an appreciation of the structural lines of the object to be decorated, and expressing the principles of simplicity and subordination.

The following are suggested as motifs for design:

a. Geometric figures.
b. Abstract forms.
c. Plant forms.
d. Animal forms.
e. Human figures.

There are three relations to be considered in decorative design.

a. Rhythmic repetition of units in borders or surfaces. This may be illustrated by the free placing of units for "end papers" in the lower grades, or the mechanically placed block prints for the same purpose in the upper grades.
b. Harmonious spacing as shown in picture mounting, the placing of titles upon books, printing within a given space, etc.
c. Color harmony which may be
   1. Contrasted—an active color with a passive color (black, white or gray).
   2. Dominant—different values of the same color scale.
   3. Analogous—different tones from contiguous color scales.
   4. Complementary—different tones from complementary color scales.

3. Representation or Picture Making.

a. Landscape. This should correlate with the observations made in the nature-study class and may illus-

trate a season of the year, a phase of weather or a time of day. During this work a study of landscapes by such artists as Corot, Troyon, Ruisdael, Turner, Innes, will be helpful.

b. Perspective. The two principles of foreshortening and convergence are indispensable. During the study of these it is well to consult still life groups of such artists as William Chase and John Alexander.

c. Nature Drawing; i. e., flowers, grasses, weeds, seed pods, whole plants, fruits, vegetables. There are two essential points of view—the scientific and the aesthetic. The "Nature Folio," published by the Davis Press, certain Japanese prints, and illustrations found in the "School Arts Book" and the "Applied Arts Drawing Books" are suggestive.

d. Animals. The work of such painters as Rosa Bonheur and Edwin Landseer should be studied while sketching animals.

e. Pose or Figure Drawing. Quick action sketches and much memory work will increase the power of drawing the human figure. The drawings and sketches of such artists as Leonardo da Vinci, Michael Angelo, Raphael, Rembrandt, and Holbein will be helpful as will also the works of such modern illustrators as Jessie Wilcox Smith.

4. The Fine Arts.

In connection with the history of a people there should be the study of the life of that people as found in its

a. Architecture and ornament.
b. Sculpture.
c. Painting.

2. Media Used in Drawing.

The following media are adapted to public-school work:

1. Pencil.
2. Chalk.
3. Crayola.
4. Water Color.
5. Charcoal.
6. Scissors for
   1. Free paper cutting.
   2. Cutting to a line.
7. Brush and ink.
8. Pen and ink.

That medium should always be chosen which is best adapted to the age of the child and to express the character of the sketch to be made.

3. Aims of the Course in Drawing.

1. An appreciation of the beautiful in nature.
2. An appreciation of fine works of art and a power of interpretation.
3. A power of discrimination between the good and bad in the industrial world and a joy in the good.
4. A power of invention.

5. A definite knowledge of the few fundamental principles underlying each of the four phases of drawing.
6. A certain amount of technique in handling the various media.

1. Course 5, two hours a week.

FIRST YEAR.

Constructive and decorative design related to the Manual Training.

SECOND YEAR.

Representation.

THIRD YEAR.

Representation and the Fine Arts.

FOURTH YEAR.

Advanced constructive and decorative design.

2. Course 2, two hours a week.

First Term:
Representation:—landscape and nature drawing.
Second Term:
Representation:—perspective, animal and pose drawing.
Third Term:
Constructive and Decorative design.

3. Course 3, two hours a week.

First Term:
Representation:—landscape and nature drawing.
Second Term:
Representation:—perspective, animal, pose drawing.
Third Term:
Constructive and decorative design.
Fourth Term:
Representation:—landscape and nature composition.
Fifth Term:
The Fine Arts—a study of some of the world's masterpieces.
Sixth Term:
Pictorial Composition. Further problems in constructive and decorative design.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

The purpose is first to give the student the true notion of Geography, a knowledge of the earth as man's home, of man at work in a world alive, furnishing the conditions for working and living; second, to organize material of Geography, basing the organization upon the principles of causal relationship and comparison.

1. Geography.—First term, courses 2 and 4. Four hours a week.

A brief review of the earth as a whole, size, shape, relation to the sun, motions, ocean-basins, continental platforms and continents.

North America—physiography, drainage, climate, position in the world: heat, wind and rainfall belts, economic geography, studies of type regions, comparison of other continents with North America.

A consideration of home geography or that of the child's experience. Selection and organization of topics suitable for intermediate and grammar grades; principles governing their selection and arrangement.

The use of such aids to geographic impressions as pictures and slides; maps, globes, and models; modeling in sand, paper pulp, putty, plaster; map-drawing, chalk-modeling, diagrams; field trips.

2. GEOGRAPHY.—Second and third terms, course 3. Four hours a week.

The work is essentially the same as that of course 2, but more time is given to blackboard work and to the organization of type studies.

3. GEOGRAPHY.—Course 5.

The course includes a general review of each of the continents, covering the physiography, climate, industrial and commercial development. Type regions will be chosen for special elaboration, which represent the large units in geography, and these will be made bases of comparison for regions in other parts of the world.

4. PHYSICAL GEOGRAPHY.—Ninth term, course 3. Five hours a week.

This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.
2. Work of the atmosphere.
3. Work of ground-water.
4. Work of running water.
5. Work of snow and ice.
6. Lakes and shores.
7. Vulcanism.
8. Crustal movements.

9. Origin and history of physiographic features. Text, Salisbury's Physiography. Advanced Course. The text book work is supplemented by field trips and a selected list of topographic maps.

5. GEOLOGY.—Elective in the senior year. One term, twelve weeks. Five hours a week.

6. PHYSICAL GEOGRAPHY.—Eleventh and twelfth terms, course 5.

TOPICS.

1. The Lithosphere.
2. Earth Relations.
3. The Atmosphere.
4. The Ocean.

Selected types of land forms will be made a basis for intensive study, developing, especially, the human phase, commercial and industrial, in relation to the physical. A review of regional geography will also be combined with the physical. Laboratory work, 2 hours a week. Text: Salisbury's Briefer Course.

MUSIC.

MISS HUFF AND MISS PRATT.

Two hours a week through the first year of courses 2, 3, 4, and through the second year of course 5.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and Solos.
9. Illustrated class lessons.

LITERATURE, RHETORIC, AND COMPOSITION.

MISS SIMONSON.

MISS DEWEY, ASSISTANT.

COURSE 1.—THE FORMS OF LITERATURE.—Fourth term, course 2. Four hours a week.

This is a study of the forms of literature exclusive of the drama. It includes the study of

1. Ballad literature as illustrated in *Ballad Book*, Bates.
2. The characteristics of epic literature, especially as found in Arnold's Sohrab and Rustum.
3. The forms of lyrical verse, with use of Palgrave's *Golden Treasury of Songs and Lyrics*, and Browning's Dramatic Lyrics.
4. The essay, through a reading of Lamb's Essays.
5. The short story, as illustrated in Matthews's *The Short Story* or
6. The novel or the romance.

COURSE 2—ENGLISH POETRY.—Fifth term, course 3. Five hours a week.

A brief survey of the history and development of English poetry through library reference work and through study of selections that illustrate literary movements and otherwise have poetic worth. These selections are made mostly from the Ballads, Chaucer, Shakespeare, Milton, Pope, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and Browning. Manley's *English Poetry* is used as text.

COURSE 3.—AMERICAN POETRY.—Sixth term, course 3. Five hours a week.

A study of the growth of American poetry. This includes a survey of early colonial literature, a study of representative selections from the verse of Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, and Lanier. Page's The Chief American Poets used as text.

COURSE 4.—AMERICAN PROSE.—Elective.

Study of the development of the short story and the novel in American literature, with a brief study of American essayists.

COURSE 5.—THE SHAKESPEAREAN DRAMA.—Elective.

COURSE 6.—THE POETRY OF TENNYSON AND BROWNING OR POETRY OF THE NINETEENTH CENTURY.—Elective.

COURSE 7.—LITERATURE FOR CHILDREN.—Elective.

A survey of the types of literature for children; as, child verse, the fairy story, the myth, and fable and animal story, the Bible story, ballad

literature, the more developed literature of heroism and adventure, and poems of nature. This course attempts a cultural study only and looks at the material from this standpoint, not from the standpoint of its presentation in the school room.

Course 8.—Rhetoric.—Seventh term, course 3. Fifth and Sixth term, course 5.

The work of this course consists largely in the writing of exercises and longer weekly themes and in the frequent oral presentation of thought before the class, in connection with the study of the principles of composition that concern the different forms of discourse, the whole composition, the paragraph, the sentence, and the use of words.

Course 9.—English.—First year, course 5. Five hours a week.

This is an elementary course in composition and literature. It aims to combine in a practical way some study of the principles of composition with frequent exercises in oral and written composition. This composition work is supplemented by the study of the selections in Lewis's *An Introduction to the Study of Literature, Treasure Island,* or *The Last of the Mohicans* and other simple narrative literature.

Course 10.—English.—Second year. Course 5. Five hours a week.

The work of this year continues that of the preceding year. It is broader in its scope, however. A simple text-book of rhetoric is used and somewhat more difficult selections of literature are studied. The work in literature continues to be supplementary to the composition work but it also looks to the broader study of English and American literature and of types and forms of literature to come later.

Courses in Themes.

1. Two terms, course 2. One hour a week.
2. Four terms, course 3. One hour a week.
3. Six terms, course 4. Two hours a week.

A written or oral composition is required each week, the compositions developing progressively topics in description, narration, exposition and argumentation.

PHYSICAL TRAINING.

MISS FOSTER.

Aim:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

Course 1.—First term, course 2 and course 3. Two hours a week.

1. Elementary Swedish gymnastics.
   a. The mastery of gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercise.
   b. The ability to perform these positions and exercises correctly.
   c. The use of the voice as expressive of speed and duration of movement.
   d. The lesson for the school room—what it should contain and how to teach it.
   e. The detection of personal physical defects and suggestive corrective exercises.

Course 2.—Second term, course 2 and course 3. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.
2. Apparatus work.
3. Practice in teaching each other as preparation for actual work with children.
4. Running.
5. Marching.
6. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application.

Games develop:

   a. mental and physical dexterity.
   b. freedom and grace of movement.
   c. accuracy of aim and direction.
   d. a correct appreciation of distance.
   e. patience, self-control and a consideration for others.
   f. a correlation of eye and hand.

Course 3.—Third term, course 2 and course 3. Two hours a week in the gymnasium.

1. Exercise with wands, dumb-bells, bean bags and bounding balls.
2. Fancy steps.
3. Fancy marches.
4. Games.
5. Rhythm.

Course 4.—Basket Ball—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.

Course 5.—Indian Club Swinging—Elective. Two hours a week. Spring term.

Course 6.—Special Method, Primary Grades—Elective. Five hours a week. Spring term.

Courses 1, 2 and 3 are compulsory and necessary for graduation. No credits are given for Courses 4 and 5. Full credit is given for Course 6.

The gymnasium, with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

MANUAL ARTS.

MR. VAUGHN.

Each of the following forms of hand work aims:

a. To give experience in a craft which has been of large social significance and has grown to large industrial importance.

b. To teach important processes of working over materials selected, into useful and artistic forms.

c. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.

d. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.

e. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of personal interest or of use in the class room.

1. Shopwork in wood.—For graduates of country schools. Two hours a week. Three terms.

This course aims to develop the fundamental principles of design and construction in wood. While wood is the basic material of this course, wood-work is treated as a craft, in which various materials may be used in the construction of articles—metal for hinges, handles, etc.; leather for upholstering; cane and rush for tops, seats, etc.

2. Bookbinding.—Elective. Ten hours a week.

For orderly and systematic development, bookbinding is probably the ideal craft for school work.

The course begins with a brief working out of simple types of books suitable for grade work, and proceeds to the higher types of conventional bookbinding. It includes the binding of magazines, the rebinding of old books, and the binding of new books from the original sheets, bringing in the various methods of sewing and the typical forms of covers.

3. Construction.—Elective. Ten hours a week.

This course is arranged to prepare students to teach the various

forms of construction or industrial work suited to the grades from first to sixth.

The work is based on the course of study prepared for the Training School, is carried out on four distinct lines, i.e., Book-making and binding, Textiles, Pottery, and Blockbuilding and simple Woodwork.

Plans and designs for the various problems are prepared by the students.

4. Metalwork.—Elective. Ten hours a week.

It is the aim of this course to give the students some skill in handling the various materials and processes and to encourage and enable them to continue the work in their homes, with simple and inexpensive equipment.

After a few preliminary projects, the work is largely individual.

The following list indicates something of the scope of the work: trays, letter files, bookends, bowls, candle sconces, fancy boxes, paper knives, vases, fern dishes, spoons, watch fobs, belt buckles, stickpins, etc.

In the execution of these problems, the following processes are involved: pounding on sandbag and over stake and anvil, filing, sawing, annealing, riveting, soldering, etching, and repoussé.

Consideration is given to the history of the craft, and the characteristics of brass, copper, and silver.

5. Shopwork.—Benchwork and Wood Turning — Elective. Ten hours a week.

The purpose of this course is to familiarize the student with woodworking tools, and with the proper methods of planning and constructing projects in wood.

The course is planned from the standpoint of the mature student who desires to do as advanced work as is in keeping with his ability.

Some consideration is given to the following topics.

Woodworking industries.
Kinds of wood and methods of preparation for the market.
Wood finishing.
Shop equipment and its cost.

6. Pottery.—Elective. Ten hours a week.

The course in pottery involves the following processes:

1. Modeling.
2. Coil building.
3. Various forms of decoration.
4. Preparation and application of glazes.
5. Biscuit and glaze firing.
6. Making and use of moulds.
7. Thrown on potter's wheel.

Some consideration is given to the composition of clay and glazes, to the history of the clay industries, and to the development of the modern art ware.

Special attention is given to the beauty of form and decoration, and to the principles of design as related to pottery.

DOMESTIC SCIENCE.

MISS BERRY.

1. Foods.—Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences, which have direct application to the process of preparing foods.
2. The application of these principles in cooking.
3. Discussion of assigned topics from Hutchison, "Food and Dietetics," Thomas, "Practical Dietetics," Halliburton, "Chemical Physiology," Stewart, "Physiology,'" and Conn, "Bacteria, Yeasts and Molds."

2. SEWING.—Elective. Ten hours a week.
   1. Consideration of the course of study in sewing for the elementary school.
   2. Material and models suited to the different grades.
   3. The making of models and simple garments.

THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A.M., DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Two teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, for one-half of each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist in the care of rooms. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make special mention of the work of Mr. Keith, on Penmanship; of Mr. McMurray and Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Inventional Geometry; of Mr. Wager, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Merritt, on Drawing, Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the

course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.): Special Method in Literature; Scudder: Literature in Schools; McMurry and Cook: Songs of Tree-top and Meadow; Shute: Land of Song (3 vol.)

FIRST GRADE.

Fairy and Folk Stories.

Three Little Pigs.
Chicken Little.
The Old Woman and Her Pig.
Grimm's, Briar-Rose.
Grimm's, Rose-red and Snow-white.
Grimm's, The Elves and the Shoemaker.
Grimm's, The Musicians of Bremen.
Grimm's, Hans in Luck.
Andersen's The Pea Blossom.
Andersen's The Ugly Duckling.

Animal Stories.

Andersen's, What the Moon Saw.
Moufflou. Bimbi Stories for Children. Ouida.
Androclus and the Lion.

Bible Stories.

Moses in the Bulrushes.
The Christ Child.
David and Goliath.
The Child Samuel.

Fables.

The Crow and the Pitcher.
The Hare and the Tortoise.
The Fox and the Crow.
The Goat, the Kid, and the Wolf.

SECOND GRADE.

a. Beauty and the Beast.
b. Hiawatha.
c. Robinson Crusoe.
d. Aladdin and His Wonderful Lamp. Arabian Nights.

THIRD GRADE.

a. Greek Myths:—Tanglewood Tales. The Wonder Book.
b. The King of the Golden River.
c. Robin Hood—School Edition. Howard Pyle.
d. The Story of Siegfried. Baldwin. chs. I-VI.
e. Toomai of the Elephants. } Jungle Book.
f. Rikki-Tikki-Tavi. }
e. Sindbad the Sailor. Arabian Nights.

READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at ever point proceed on the basis of vigorous, genuine thinking on the part of the child and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurray, (C.A.): Special Method in Reading; McMurray (Mrs. Lida): Beginning Reading, Northern Illinois, June, 1901, and February, 1904; Hinsdale: Teaching the Language Arts; Parker: Talks on Teaching; N.I.S.N.S. Bulletin for May, 1905.

FIRST GRADE.

1 The first lessons in reading are drawn: (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above.

Horace Mann Primer, Brook's Primer, Outdoor Primer, Brownie Primer, Folk-Lore Primer, Overall Boys, Circus Reader.

SECOND GRADE.

Reynard the Fox, Around the World, No. 1; Graded Classics, Book II; Folk Lore Reader, Book I; Fifty Famous Fables, Classic Stories (Revised).

THIRD GRADE.

Fifty Famous Stories Retold, Graded Classics, Book III; Fairy Stories and Fables, Book of Nature Myths, German Tales, Robinson Crusoe, Stevenson's Child's Garden of Verses, Tree Dwellers, The Early Cave Men, Around the World II.

FOURTH GRADE.

Old Stories of the East, Story of Ulysses, Andersen's Fairy Tales, Judd's Classic Myths, Stories of Old England, Four Old Greeks, Great Americans for little Americans.

FIFTH GRADE.

Pinocchio, Hiawatha, Arabian Nights, Achilles and Hector, Short American History Stories, Rip Van Winkle.

SIXTH GRADE.

King of the Golden River, Robin Hood, The Flag-Raising, The Wonder Book, Tanglewood Tales.

SEVENTH GRADE.

Miles Standish, King Arthur and His Court, Birds and Bees, Lobo, Rag and Vixen, Christmas Carol, Grandmother's Story of Bunker Hill, William Tell.

EIGHTH GRADE.

Snow Bound. Treasure Island. Cricket on the Hearth. Afoot and Afloat. Evangeline. Tom Browne's School Days. Ichabod Crane. The Great Stone Face. Katahdin and Chesuncook.

LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i.e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every-day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as, (a) gratification of others; (b) expression and defence of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training, Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, or arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained to get on well wholly without the mnemonic aid of the

outline. The idea is to do for the children what we do for ourselves in order to secure freedom, and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them but that new words and idioms shall be worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May, 1902; Cooley's Language Lessons; N.I.S.N.S. Bulletin, November, 1904, and November, 1905.

For general reading there may be found in the Normal Library, Hinsdale: Teaching the Language Arts; Laurie: Language and the Linquistic Arts; Chubb: The Teaching of English; Parker's Talks on Teaching.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of difficulty or of endeavor to graft them onto the child's vocabulary, are listed on the black-board and either left on the board, or, better, copied by the children on slips of paper (writing and spelling lesson). With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, and criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation as in lower grades, but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade).

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest forms.

4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation:
   a. Material drawn from History, Geography, Science, Excursions, pupil's home interests.
   b. Especial attention to language element in topical recitations.
2. Written exercises.
   a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
   b. Reports (see Third Grade).
   c. Friendly letters.
   d. Stories invented by children with and without common core of suggestion.
   e. In connection with Arithmetic, bills and receipts.

3. Sentential structure. In the study of reading and in the criticism of written work, lead pupis to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.

3. Written exercises:
   a. Biographies: topics from History, Geography and other branches.
   b. Reports, descriptions, etc.
   c. Friendly and business letters.
   d. Stories.
   e. Independent outlines of articles read, discussion had, preparatory or not to written work.
   f. Business forms involved in arithmetical problems.

4. The study of sentence structure as a means of clearer interpretation of text read: (1) to discover as above, and separate the es-

sential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued throughout the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The Sentence.

Use full, clear sentences and distinguish "Subject" and "Predicate." Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.
2. The Compound Subject. Compound Predicate.
3. The use of the expletive, "there."

III. Classify Sentences:—

1. According to purpose.
   - (a.) Declarative.
   - (b.) Interogative.
   - (c.) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work using exercises which require one or the other elements to be supplied.

2. According to structure.
   - (a.) Single.
   - (b.) Compound.

Show relations in compound sentences expressed by the type words "and," "but," "or" and "for."

IV. The Subject:—

(1.) Separate the base of the subject from the modifiers. Develop definition of noun, pronoun. Use sentences containing subjects with several modifiers.

(2.) Study the modifiers of the subjects.—(a). The word modifiers. Develop the definition of the objective; (b.) the phrase modifier. Expand from word to phrase and develop definition of the phrase as an adjective modifier; (c.) the clause modifier. Compare with word and phrase, and show the force of the clause as a modifier. Point out use of connectives and develop definition of conjunction.

V. Predicate:—

(1.) Begin with verb of complete predication, and modifiers. Separate verb from modifiers. Develop definition of verb as the asserting word.

(2.) Study the modifiers of the meaning of the verb.

(a.) Word modifiers. Develop the definition of adverb and point out its various significations without formally classifying.

(b.) The phrase modifier. Show its adverbial use, comparing with single adverb modifier. Develop the function of the preposition.

(c.) The clause modifier. Compare with word and phrase modifier, and show force of the clause as modifier. Point out the double use of the connective and review conjunctions.

VI. The Complement:—

(1.) The Copula Verb.

Having used previously verbs of complete predication only, proceed to the development of predicates containing verbs of incomplete predication, beginning with the copula and the subjective complement. Develop carefully.

(2.) The Transitive verb. Compare with verb of complete predication and develop definition of object complement. Give abundant exercises.

(3.) Transitive-copulative verb. Compare with transitive verb and develop definition of objective complement.

The greatest importance is attached to careful drill and constant review. Remember that the work must move slowly to be successful.

2. Composition: (a) Essays based on various lines of work. (b) Letters——friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.

(a.) Review during the first six or eight weeks the work of the seventh grade.

(b.) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c.) Analysis of literary selections, with reference to the best authorities, as found in the library.

2. As in the Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the var-

ious points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reinforced by abundant specific illustration.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teacher's desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided question.
4. The hyphen, in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms—e.g. dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma, to set off the adjective clauses when not restrictive.
2. Colon after *as follows, the following, this and these, etc.*
3. The dash (a) after the colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note.—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time to express educative

thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.,—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons it may be desirable to omit, or to transpose certainly. Scan rules carefully, to be sure they are clear to the children.

The matter of spelling should receive careful attention in the grades. This is the time to learn to spell. If the work is taught incidentally or in a measure neglected we are sure to produce poor spellers. We must make a serious business of teaching pupils to spell early in life. The problem should be attacked directly—not in a round-about way. Not many pupils can be taught to be good spellers without considerable conscious effort. Conscious study and much repetition of the sound and symbols that go to make up words are necessary, if one hopes to become efficient in spelling.

A spelling sense should be cultivated. The child should know when he has spelled a word correctly. He should know equally as well when in doubt as to the correct spelling of a word. He should form the habit of going to the dictionary or to other sources for the correct spelling.

The common every-day words used most frequently in the child's conversation and writing should furnish the list of words for spelling. These will be taken from his written work, from the various lines of study, from the names of objects that lie in his environment, from his games and from carefully selected lists of words found in a good speller. As he advances he will learn how to apply some of the rules of spelling.

Spelling should be related to every study in school. New words should receive attention. In addition there should be a regular time each day for spelling. This should be at least fifteen minutes in length from the third grade. As soon as it becomes evident that a child has mastered fairly well the art of spelling so that he spells well words found in his written work, he should be excused from this exercise. Such spelling should be done as dictation lessons. Words should be used in their proper setting. However, lists of words should be in the hands of pupils to study. There are many related lines of work that tend to crowd out spelling. There is just one way to learn to spell and that is by spelling.

FIRST, SECOND AND THIRD GRADES.

1. At first indentical with writing (q.v.)
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.

4. Phonics—introduced gradually by teachers by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on list drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivatives, based on literature and essays.
5. Dewey's Speller.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ördination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movement in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example the 9 in. x 12 in. drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i.e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's

discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ördination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion or strain the eyes. As a rule this matter is grossly neglected by teachers to the defect of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the side of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are preceded and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustration—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter, to bring the child fuller, richer, better organized knowedge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of result.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, condition of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE TOPICS.

I. The Home.
   1. The family.
   2. Home surroundings—house, barn, walks, fence, materials used; yard, garden, trees; location, elevation, exposure.
   3. Food—kinds, source, preparation.
   4. Clothing—materials; winter and summer.
   5. Heating and lighting—fuel, gas, coal, wood, oil, coke.
   6. Comparisons with homes of children in cold countries; in hot countries; direction of these countries from us.

II. The School Home. (Observations to be made in out-door lessons. Constant drill in direction now and through the year.)
   1. The Normal School.
      Direction and distance from home. Streets or roads leading to it.
   2. The Campus.
      a. Comparison with yard at home.
      b. Buildings, roads, walks, gardens, play-grounds, pond, bridges, woods, river, bordering roads.
      c. Boundary lines, roads and creek.
      d. Physical Features.
         Differences in elevation; slopes, gentle and steep; valley, formed by slopes from the building and from Main Street; hills; the run-off of water, relation to slopes; the stream in the valley; soil, in high or low places, relation to drainage; garden; vegetation, relation to elevation and drainage; situation of buildings, relation to physical features.
   3. Buildings.
      Position on campus; materials used in construction; exposure to sun, wind; view from position of school-room in building.
   4. Roads and walks.
      Their entrance, direction from entrance to building; elevation across low places; materials used in construction, laid out with reference to beauty and utility.
   5. An excursion to the tower.
      Observation of features of campus; also position of campus in relation to the town and surrounding farm lands; the greater valley of the Kiswaukee with slopes extending eastward and westward from the creek; drainage toward Kiswaukee; number of farm houses to be seen; the fields and their crops; the Kiswaukee and its meanderings; drainage of surrounding country.
   6. A map-game out of doors, to show relative position of objects on the campus. Let children form in lines to represent boundary

lines; also take position of buildings, pond etc. (correct orientation should be observed always).

7. Sand-map of campus.
   This should be worked out by teacher with class. Then each child should be given sand-pan and sand, and allowed to make his own map. The buildings, roads, pond and creek, bridges, etc., may be represented as the child himself suggests.

III. Roads, the means of transportation from place to place.
1. The road in process of building on the campus or in the neighborhood. Laying out; grading; excavation; curb; pavement, materials, preparation and use.
2. Use of roads on the campus and in the town; reasons for paving streets.
3. Country road on west side of campus.
   Grading; implements; drainage; use of country roads; farmer's need for good roads.

IV. The Farm in the Autumn.
1. Excursion to a farm to observe,—
   a. What the farm consists of—fields, pastures, orchard, barnyards, buildings.
   b. Products of the farm—grain, stock, milk, fruit, garden truck.
   c. Farm implements—machinery, wagons, etc.
   d. Care of products for home use.
   e. Preparations for winter and spring.
   f. All farm activities,—harvesting, feeding cattle, milking, etc.
2. Discussions growing out of excursions.
   a. Disposal of farm products.—grain—use on farm, shipment into town and to Chicago on railway.
   Stock—the dairy and dairy products, taking of milk to creamery; cattle, shipped to Chicago stock-yards.
   Garden-truck—use at home, shipment to market, poultry and eggs.
   b. Things needed by farmer, not produced on farm; machinery; tools; wagons; harnesses; lumber; seed; groceries; clothing; papers and magazines.
3. Excursions to the creamery and to the grain elevator follow from the discussion of the disposal of the products of the farm.

V. The Creamery.
1. Visit to creamery early enough in the morning to see the farmers bring in the cans of milk in their wagons.
   Observe:—
   Emptying of cans.
   Scalding of cans with steam.
   Reception of milk in reservoir.
   Separator.
   Bottling of milk and cream.
   Churning.
   Preparations for delivery.
   Method of cleansing bottles.
2. Discussions following excursion.
   a. Work in the creamery, cleanliness, etc.

b. The Dairy,—care of cows and stable; cleanliness of hands and clothing of milker.
c. Pure milk; dangers from impure milk.

VI. The grain elevator—excursion to elevator to see how the farmer disposes of the grain which is not used on farm.
Building; side-tracks from the railway; method of elevating the grain; method of filling cars.

VII. Trade—selling and buying, exchange of farm products for money, or for things which are needed on the farm.
Comparison with home, and methods of supplying the needs.

VIII. The Feed-store,
1. Preparation in school for excursion.
2. The excursion, observation of
a. kinds of feed in the store—oats, bran, etc.
b. Ways in which it is cared for.
c. Way of selling—measurement, weighing, handling.
d. Price.
e. People who buy.
f. Source of supply for the store-keeper.
3. Discussion.

IX. The Blacksmith Shop,
1. Preparation for excursion—discussion of the need of the farmer or anyone who owns a horse, for a place to shoe his horses.
2. The excursion—observation of,
The shop, forge, anvil, hammers, bellows, etc.
The shoes and nails.
Shoeing a horse.
Time and cost of shoeing a horse.
3. Discussion, using horse's hoof, shoe and the nails.

X. The Wagon-Shop—
1. Discussion—in order to facilitate trade between the farm and the town, the farmer must keep his wagons in good condition and his horses shod.
2. Excursion,
The shop, anvil, forge, bellows.
The smith at work.
Working with and shaping the iron into link of chain or bolt.
Putting new tire on wagon-wheel.
3. Discussion.

XI. The Grocery-store—an excursion.
1. Classification of things seen—
Staple goods in bulk.
Canned goods.
Preserved goods.
Spices.
Vegetables.
Fruit.
2. Sources of various things from warm or cold countries.
3. Special study of,
a. Flour.
b. Sugar.
c. Salt.
d. Vegetables—the market garden.

e. Fruits—home-grown and tropical.
f. One canned vegetable, as corn.

XII. The Meat-Market—an excursion.
Different kinds of meat and the animals from which they come.

XIII. The beginning of Map-making—
1. The notion of the map introduced by the Map game, and the sand model of the campus, should be developed now by drawing on the floor of the school-room, with chalk, the outline of the campus, placing the buildings and the roads in their relative places (keeping things oriented); then each child should trace his road to his home, to the farm he visited, to the post-office, the railway station, the creamery, and whatever else he has visited; let him give direction at each turn after leaving the school-room. Develop the notion of scale, by making the figure which represents the campus smaller and still smaller; then locate Sycamore and Malta; extend the map by continuing the railway east to Chicago, and Lake Michigan, and west to the Mississippi River.
2. The map should grow gradually to make Illinois; name some of the surrounding states, the Illinois River, Ohio River, Wabash River; follow Mississippi River to Gulf; go westward over mountains to Pacific Ocean; eastward to Atlantic Ocean; North America.
3. At various points sketches should be made on large piece of paper and then hung on the north wall, with drill in direction.

XIV. The World—whole: A Relief globe (preferably the Jones Model) should be introduced and the continents and ocean basins distinguished. Water placed in depressions will help to give the notion of oceans, and ocean beds.
1. Locate North America. Drill in direction, as on wall map. Atlantic Ocean, Pacific Ocean.
2. Other continents—South America, Africa, Eurasia, Australia, Antarctica.
3. Regions of cold; regions of heat. North and South poles. Equator.
4. Follow on globe journeys which may be taken to different parts of the world as suggested by such events as
   a. Roosevelt's trip to Africa.
   b. A letter written to Filipino children.
   c. A visit to the home of the Esquimo boy.

XV. The Farm in the Spring.
Compare activities, appearance, crops, etc., with observations made in fall, also with school garden.

XVI. Building of a House (observation of).
Preparations for building—materials used—source of materials—workmen.

XVII. Illinois and Mississippi basin the great farming region of North America. Transfer from the relief model of the world to the relief model of the United States. Drill on location of Chicago and Lake Michigan, Mississippi River, Illinois; mountains in east and west, forming the basin of the Mississippi River; oceans on east and west; Gulf of Mexico. Model this region in sand and clay, showing slopes and reason for direction of rivers.

FOURTH GRADE.

1. The Prairies of DeKalb County. The Prairie Regions and their Development.
   a. Wild prairie; early settlement along streams and forests; prairie fires.
   b. Early Indian life. Shabbona. Map of the Prairie Regions.
   c. Corn and stock-raising. Shipping to Chicago.
   d. Tree-planting. Tile-draining. Roads and bridges.
2. The Illinois River. Map. Streams tributary to the Mississippi and Ohio.
   a. Scenery and bluffs. Starved Rock, Deer Park.
   b. Swamps and bayous. Duck hunting.
   c. The canal connection with Chicago
   d. Cities.
   e. Products shipped. Corn, coal, stone.
   f. Proposed deep water way.
   g. Other rivers corresponding to the Illinois,—Wisconsin, Ohio, Kentucky, Tennessee, Minnesota, Iowa, Missouri, Arkansas. Map.
   h. Other canal connections with Great Lakes.
   i. Review of story of LaSalle and Tonty.
3. A coal mine and coal fields of Illinois and Mississippi Valley.
   a. Location and sinking of shaft.
   b. Process of ventilating and mining.
   c. Dangers and protections.
   d. Uses of coal for houses, railroads and factories.
   e. Shipping of coal by rail and by water.
   f. Location of Illinois coal field; Iowa and Missouri field; Western Appalachian coal field. Map of coal fields.
4. Trip on the Upper Mississippi.
   a. Steamboat journey. Map.
   b. The three cities, Davenport, Rock Island and Moline.
   c. Bluff scenery and location of cities, LaCrosse and Winona.
   d. Lake Pepin.
   e. St. Paul, head of navigation.
   f. Comparison with trip on Ohio and Missouri. Contrasts. Maps.
   g. Review the story of Hennepin. Also of Marquette and Joliet.
5. Minneapolis. The lumber and flour business of Minneapolis.
   a. Pineries and lumbering. Sawmills.
   b. Wheatfields and mills; water power; railroads. Map.
   c. Comparisons with cities on the Upper Mississippi—Winona, etc.
   d. Lumber cities along the Great Lakes and in New England—Buffalo, etc.
   e. Lumber cities along the Appalachians—Williamsport, etc.
   f. Minneapolis and St. Paul compared with Pittsburg and Albany.
6. Lake Michigan and the Great Lakes.
   a. Size and depth of lakes.
   b. Commerce on Great Lakes; harbors; the Soo Falls and locks.
   c. Products shipped east and west.
   d. Cities on the Lakes. Docks and harbors.
   e. Summer resorts on the Lakes.
   f. Comparison of the lake cities with those on Upper Mississippi and Ohio Rivers.
   g. Story of Marquette and Joliet. Story of LaSalle.

7. Tobacco Culture in Kentucky and Tennessee.
   a. The Tobacco field; negro labor.
   b. The sheds and curing.
   c. Louisville as a tobacco centre.
   d. Tobacco states—Kentucky, Tennessee, Ohio, Virginia and Connecticut. Map of tobacco states.
   e. Tobacco in Cuba.
   f. Story of Boone and Robertson. Lincoln, John Smith.
8. Trip on the Lower Mississippi. Map.
   a Steamboat trip from Cairo to Delta.
   b. Sights on a steamboat trip.
   c. Floods and levees.
   d. Jetties at the delta.
   e. Contrast of Lower and Upper Mississippi.
   f. New Orleans and shipping.
   g. Stories of LaSalle and Lincoln.
9. Cotton fields.
   a. Raising the cotton. Negro labor. The boll weevil.
   b. Ginning of cotton and baling.
   c. Shipping from Memphis, Savannah, Galveston and other places.
   d. The cotton states. Map showing cotton belt.
   e. Shipments to New England and England. Map.
   f. Southern cotton mills.
   g. Wool production in Ohio and other states.
   h. Story of DeSoto.
10. Sugar Plantation in Louisiana.
   a. Raising sugar cane on the plantation.
   b. Method of milling. Old and new methods.
   c. Refining sugar. New Orleans. Map of sugar states.
   d. Beet sugar in California, Colorado and other states. Map.
   e. Maple sugar in Vermont. Sorghum.
   f. Sugar in Cuba and Philippines. Map.
11. The Cattle Ranches of the Plains. Map.
   a. The cattle ranch.
   b. The round up.
   c. Texas ranches and northward driving. Map.
   d. Shipping to the corn belt. Map of western states.
   e. Packing houses in Omaha and Chicago.
   f. Sheep ranches on the plains and in the mountains.
   g. Cattle and stock raising in the corn belt.
   h. Stories of Fremont. Parkman's Oregon Trail, and Lewis and Clark.
12. Springfield, Illinois.
   a. State house. Pictures.
   b. Three departments of state government.
   c. Review of town and county government.
   d. Lincoln's home and monument in Springfield. Pictures.
   e. Other state capitals, Indianapolis, Madison, etc.
   f. Story of Lincoln, Grant, George Rogers Clark.

Reference, Type Studies of the United States, McMurry.

FIFTH GRADE.

I. Niagara Falls.
   1. Location of Falls and their relation to physiography of the lake region.

2. Scenery of the Falls and Gorge. Other great falls in U. S. Yellowstone. Great Falls, Mont.; Shoshone Falls, Idaho.
3. Recession of the Falls. Compare with Minneapolis.
4. The Falls as an obstruction to commerce. Compare with Sault St. Marie. Rapids on Lower St. Lawrence. Canals around the Falls. The Erie Canal. Buffalo due to the Falls. Falls at Louisville, Ky.
5. Water power at the Falls. Electrical power and how produced. Use of the power at the Falls and in Buffalo. Compare with the water power at Glenns Falls, at Rochester, at Minneapolis; the Merrimac River and Fall River, Mass.; Lewiston and Augusta, Maine; Richmond, Va.; Great Falls, Mont.; Canal power at Chicago; Snake River Falls in Idaho.

II. The Hudson River.
1. Voyage up the River. Scenery of Palisades, Highlands, etc. Compare scenery with Delaware Water Gap, Susquehanna, Potomac at Harper's Ferry, James River breaking through the Blue Ridge, Columbia at the Cascades, Royal Gorge of the Arkansas, Yellowstone River and Gorge.
2. Hudson River a drowned Valley; Tide to Albany, deep and broad. Compare with Delaware Bay, Chesapeake Bay, Carolina rivers, St. Johns, Maine rivers.
3. Commerce of the Hudson River, Passenger steamers, canal boats and barges, brick yards and stone quarries along the river.
4. Erie Canal and connection with Lake Erie and Lake Ontario. History and importance. Cost of shipment by canal. Recent enlargement of canal. Products of lake regions shipped eastward by canal and Hudson River. Lake Champlain canal. Lumber shipment.
5. Hoosac Tunnel and connection with Boston. Manufactured goods sent west.
6. New York Central R. R. parallel with Hudson R. and Erie Canal.

III. The White Mountains.
1. Physiography of the White Mountain group.
2. Ascent of Mt. Washington.
3. Mountain Hotels and Resorts.
4. Lake Winnepesaukee and other New England resorts.
5. The Adirondacks in summer. The St. Lawrence Islands.
6. The Catskills. Hotels and summer houses.
7. The Mountain resorts of Pennsylvania and Virginia Springs.
8. Ashville and the Southern Appalachians.
9. The Seashore Summer Resorts. The Maine Coast, Old Orchard, Nantucket, Newport, Long Branch, Ocean City; the Florida Coast in winter; St. Augustine, Palm Beach.

IV. Gloucester and the Cod Fisheries.
1. Preparation and voyage of Fishing Schooner to the Banks.
2. Gloucester and the fishing schooners. Fishermen's families.
3. Curing and packing the fish. Fresh fish.
4. Inshore fishing, the dories. Lobster fishing.
5. Related industries at Gloucester. Rope making and ships' supplies. By-products of the fisheries; glue.
6. Other fishing towns of New England; Marblehead; Boston; Salem.
7. Oyster fishing in Long Island Sound and in the Chesapeake. Canning and shipping oysters at Baltimore. Shad fishing in Chesa-

peake Bay. Other oyster fisheries along the Atlantic Coast to Florida.

8. Lake fisheries on Lake Erie and other lakes.

V. Boot and Shoe Factories about Boston.

1. A shoe factory. Machines and workers. Investment.
2. Sources of leather. The tanneries in Chicago, Omaha, Baltimore. Hides from the cattle ranches and stock producing regions. Hides from Argentina.
3. Kinds of leather used. Foreign supply.
4. Shipment of shoes westward.
5. Extent of manufacture in New England and in other states.
6. Other leather goods. Harness and saddles; belting; satchels and bags; gloves and mittens.
7. Comparison with rubber goods and manufacture, Akron, Ohio. Rubber tires for buggies, bicycles and autos.

VI. Ship Building.

1. Bath and ship building in Maine. Wooden schooners. Lumber, and the forests as sources of materials.
2. Ship building at Philadelphia. Ship Yards. Iron and steel ship construction. Construction of a ship.
3. The building of war vessels. Steel armor plate.
4. U. S. Navy yards at Brooklyn, Norfolk, etc.
5. Ship building at San Francisco.
6. Annapolis and the Naval School.
7. American ship lines on the ocean, and coasting vessels.
8. Steamship lines on the Great Lakes.

VII. The Appalachian Forests.

1. Lumbering in Maine, Bangor, etc.; Williamsport, Pa.; lumbering in Virginia and Tennessee.
2. Paper making from woodpulp in New England and New York.
3. Furniture making. Hard wood forests. (Spools and Matches).
4. Tanbark, hemlock bark, oak bark. The tanneries in Maryland.
5. Turpentining in forests of Carolina, Georgia, etc. Shipment of ships' supplies from Savannah, etc. The coastal plain.
6. The yellow pine forests and lumber from Carolina to Texas.
7. Railroad construction. Ties, bridges, etc.
8. Map of the Appalachian forests, and the yellow pine forests.

VIII. Florida Fruit Growing and Truck Farming.

1. Orange groves; climatic conditions; frosts and how guarded against. Orange groves in California. Competition. Grape fruit.
2. Florida celery, lettuce, cabbage, tomatoes, potatoes. Early spring shipment by rail to New York, Boston, Philadelphia, Chicago. Hothouse products at the north. Cucumbers, onions, etc.
3. Berry farming in the Carolinas. Strawberries, melons. Peaches and pears from the south. Similar conditions in the Mississippi Valley.
4. Intensive truck farming in Virginia, Maryland, New Jersey.
5. The Atlantic Coast Line R. R. The Coast Line steamers. Old Dominion, Clyde Line.
6. Chief lines of traffic by rail and by water between North and South.
7. Review of story of Ponce de Leon.

IX. Pike's Peak.
1. General physiographic survey of region.
2. Trip to top of Pike's Peak; railroad; views; Long's Peak, Fremont's Peak, Mount of the Holy Cross.
3. Interesting side trips, Cheyenne Canyon, Garden of the Gods, Cave of the Winds (Mammoth Cave, Luray).
4. Colorado Springs as a summer resort,—Springs hotels. Compare with Hot Springs. Other resorts along the Rockies. Yellowstone Park, Yosemite Valley in California.
5. Compare with Mt. Washington and White Mountains.
6. Review story of Pike; Fremont; Lewis and Clark.

X. Big Irrigation Ditch at Denver.
1. Survey of irrigation lands along the Platte and relation to Rocky Mountains.
2. Digging and constructing the ditch. Flumes. Source of water. Reservoirs in mountains.
3. Conflict of water rights; how settled; legislature.
4. Drawing water from ditches. Distributing.
5. Effects of water on dry land. Crops.
6. Market for products. Cities and mining camps.
7. Irrigation by small streams and ponds.
8. Irrigation streams along the eastern foot hills for 1200 miles. Yellowstone River, Rio Grande.
9. Other irrigation districts. Utah, California, Colorado River, Idaho, Montana, etc.
10. Government projects. Roosevelt dam on Salt River. Arizona. General plan of Government.

XI. Gold Mining in California.
1. Early gold discoveries in California.
2. Placer mining. The cradle, etc.
3. Quartz mining. Stamp mills.
4. The mining districts of California.
5. Smelting the ores.
6. Silver and gold mines in Colorado and Cripple Creek.
7. Copper mines at Butte and in Michigan.
8. Distribution of mining through western states, as Arizona, Nevada, Idaho, etc.
9. Cities as smelting centres, as Pueblo, Great Falls, Butte.
10. Products of mines compared with products of irrigation and fruit raising.
11. Review of trip of the Goldseekers to California in '49.

XII. Salmon Fisheries on the Columbia.
1. Life and migrations of the salmon.
2. Modes of fishing along the Columbia.
3. Description of cannery.
4. Extent of salmon fisheries along the Columbia.
5. State and natural hatcheries for protecting the salmon fishing industry.
6. Salmon fishing along Puget Sound and on Fraser river. British Columbia.
7. Seal fisheries along the coast of Alaska.
8. Fisheries of the Pacific coast compared with those of Atlantic coast.
9. Review Lewis and Clark expedition.

Reference, Type Studies of the United States, McMurry.

SIXTH GRADE.

1. Pittsburg and Steel Production in the United States.
   a. Johnstown and Cambria Steel Co.
   b. Pittsburg steel production.
   c. Other centers on the Lakes; at Birmingham, etc.
   d. Iron mines and steel production in the United States.
2. The Cotton Mills. Textile Industries of the United States.
   a. Cotton mills at Lowell, Manchester, and Fall River.
   b. Cotton mills in the South.
   c. History of spinning and weaving. Woolen and silk manufacture.
3. The Appalachian Mountains. The Rocky Mountains.
   a. Physiography of the Appalachian rivers.
   b. Forests and mineral productions in the Appalachians.
   c. Farming and stock raising.
   d. Roads across the mountains.
   e. Cities and history.
   f. The Rocky Mountains.
4. The Pennsylvania Railroad. Railroad System of the United States.
   a. Early history and growth of the Pennsylvania system.
   b. Comparison with New York Central, Baltimore and Ohio, etc.
   c. The Union Pacific and other Pacific railroads.
   d. North and South routes in the United States.
5. The Mississippi River. Type of Great Commercial River.
   a. Survey of Mississippi Basin as a whole.
   b. Floods on the Ohio and Mississippi.
   c. Improvements in navigation.
   d. Important areas of production in the Mississippi Valley.
6. New York City. Survey of the cities of the United States.
   a. The harbor and commerce of New York.
   b. Rapid transit; water supply.
   c. City government; charities; education.
   d. Manufactures.
   e. Comparison with Philadelphia, Chicago, and other cities.
7. North America, a Continental Type.
   a. Physiographic features, mountains, plains, and plateaus.
   b. Its resources; regional geography.
   c. Its races and their distribution.
   d. Climatic characteristics.
   e. Coastal plains; islands and gulfs.

   Reference, Larger Types of American Geography. McMurry.

SEVENTH GRADE.

1. Liverpool. The Great Seaports of Europe.
   a. Docks and Shipping. Ship lines to New York and India.
   b. Products brought from America, Asia, etc.
   c. Compare with London and other English ports; with Hamburg, Rotterdam, Antwerp, Havre, Marseilles, Naples, Constantinople, St. Petersburg.
2. The British Isles. The Island Kingdom.
   a. Mountains and plains; compare with the United States.
   b. Natural resources; populations.
   c. Separation from other European countries; advantages for commerce.

3. Glasgow. Harbor Improvements and Shipbuilding.
   a. A hundred years' improvement in the Clyde.
   b. The Clyde bank shipyards; construction of ships.
   c. Other shipbuilding centres in England and Europe.
   d. Ship building in the United States reviewed and compared.
   e. The British merchant fleet; war vessels.
   4. London, Center of World Commerce and Finance.
   a. Size and importance of London.
   b. Trade and manufactures.
   c. British parliament and government of the empire.
5. The Alps. The Mountains and Plains of Europe.
   a. The upheaval and mountain building.
   b. Glaciers. Glacial period in Europe and in North America.
   c. Lakes and rivers.
   d. Switzerland resorts; roads and passes.
   e. History.
   f. Comparisons.
6. The Rhine. Importance of rivers in Europe.
   a. Physiography.
   b. Castles; fortified cities; cathedrals.
   c. History and literature.
   d. Other rivers of Europe and United States.
7. Berlin the Kaiser City. Other capitals.
   Berlin a centre of government and military strength.
8. Holland and the Delta Land.
   a. The Delta and the Rhine.
   b. Building of the dikes.
   c. Industries and commerce of the Dutch.
9. The German People. Races and languages of Europe.
   a. Physical and mental qualities of the Germans.
   b. National customs. Education.
   c. Military spirit.
   d. The German races and language; the Latin races; the Slavonic races.
10. Paris, the City of Modern Art.
   a. Improvements of the city since the French Revolution.
   b. The development of art as exhibited in Paris.
   c. The rebuilding of Vienna.
   d. Other cities of art, Dresden, Rome, etc.
12. Lyons and the Silk Production.
   a. The silk worm and silk production.
   b. The manufacture of finer textiles.
13. Italy. The Importance of Peninsulas in Europe.
   a. Physiography; its peninsular character.
   b. Its history and political importance.
   c. Compare with other Peninsulas, as Spain, Greece, Scandinavia, Denmark, England.
14. Rome, The Ancient City and the City of the Popes.
   a. The Ruins of Ancient Rome.
   b. The Vatican.
   c. Compare with Athens, Constantinople, Jerusalem, Granada, Carthage.
   d. Religions in Europe.

15. St. Petersburg, the City of Peter the Great.
    a. Seat of Russian Government.
    b. Comparison with Moscow.
    c. Commerce. The Siberian Railroad.
16. Europe as a whole.
    a. Mountains and plains.
    b. Physical resources.
    c. Climatic conditions.
    d. Gulfs and seashore.
    e. Compared with North American peninsulas.
    f. Varied languages and nationalities.

EIGHTH GRADE.

1. The Suez Canal Route to India and Asia.
    a. England's relation to India.
    b. Comparison with route by Cape of Good Hope.
2. India, the Chief English possession.
    a. Other dependencies in Asia.
    b. Compare with other crown colonies.
3. Japan and progressive character of people.
    a. The Island Kingdom; customs.
    b. China and conservatism.
    c. Rivers and delta land: Rice culture.
4. Australia. Free self-governing colony.
    a. Compare with Canada, New Zealand, Cape Colony.
5. Java, and the Dutch.
    b. Compare with British Colonies.
6. General Survey of Asia.
    a. Mountains and deserts.
    b. Great river valleys and populations.
    c. Unprogressive nations, as Persia, Afghanistan.
7. English in Africa.
    a. Other European possessions in Africa.
8. The Congo and the Nile.
    a. History of Congo Free State.
    b. Livingstone and Stanley.
9. The Desert of Sahara, and Deserts of Asia.
    a. Physical character of the desert; Climate, oases and irrigation.
    b. Caravan routes.
    c. Grazing; wandering tribes.
10. The Amazon. Tropical forests.
    a. Brazil: Climatic conditions.
    b. Commerce of the Amazon.
    c. Comparison with Congo and other great rivers.
11. Argentina, and the Spanish States.
    a. Cattle raising and Agriculture.
    b. Valley of the LaPlata compared with the Mississippi.
    c. Other Spanish States; Government and People.
12. The Panama Canal.
    a. History of its difficulties.
    b. Probable effects of its completion.

13. The United States and her colonies compared with England and her colonies.
14. Mathematical and Astronomical Geography.
    a. Latitude and longitude, zones.
    b. Motions of the earth and relation to the sun.
15. The Pacific Ocean.
    a. Size and comparison with other oceans.
    b. Ocean currents.
    c. Great routes across the ocean; commerce.

U. S. HISTORY.

Fourth Grade.

FALL TERM.

Shabbona, the Indian chief of Northern Illinois.

The Story of LaSalle's trip on the Lakes and Upper Mississippi and in Illinois.

Marquette and Joliet on the Lakes and along the Mississippi River.

The Story of Hennepin on the Upper Mississippi River and in Minnesota.

The early life of Lincoln in Kentucky, Indiana and Illinois.

Boone, the pioneer hunter and settler in Kentucky.

Robertson and Sevier in Tennessee.

George Rogers Clark, and the conquest of the Illinois country during the Revolution.

LaSalle's trip on the Lower Mississippi River.

DeSoto and the early exploration of the Gulf States.

Fremont's first trip to the Rocky Mountains.

FIFTH GRADE.

Champlain's explorations and adventures in Canada and New York.

Henry Hudson's Voyage up the Hudson River.

John Smith's exploration of the New England Coast.

The early life of Washington up to Braddock's defeat.

Ponce de Leon and his voyage to Florida.

Sir Walter Raleigh's attempted settlements in the Carolinas.

Fremont's second trip, discovery of Salt Lake and crossing the Sierra Nevada in winter.

Powell's trip down the Grand Canon.

Journey of the Gold Seekers to California in '49.

Drake's Voyage Round the World.

Columbus' great Voyage.

Cortez's conquest of Mexico.

Magellan's voyage across the Pacific.

SIXTH GRADE HISTORY.

Jamestown and the Virginia Plantation. Smith, Dale and the land system of Virginia. Plantation life.

Compare Virginia with the Carolinas and Maryland.

The conflict between Berkeley and Nathaniel Bacon. Aristocracy and democracy in Virginia.

MASSACHUSETTS.

Growth of the Town Meeting and the General Court in Massachusetts.
Development of democracy and of the representative system.
Self-government through the colonial legislature. Opposition to royal governors.
Comparison of Masachusetts with other New England Colonies.
Gov. Andros and the struggle for control.

NEW YORK.

Settlement of the Dutch at Manhattan, Conquest by the English.
The Iroquois Indians and their powerful Confederacy.
Their conquests and struggle with the French.
Comparison of the Iroquois with the other Indian tribes.
Relations of the Iroquois to the Dutch and English.

PENNSYLVANIA.

William Penn's struggle for liberty of conscience in England.
The planting of Pennsylvania.
Coming of the Quakers, the Germans and the Scotch Irish.
Influence of Pennsylvania upon colonial settlement.
The early life of Franklin in Boston and in Philadelphia.
Long residence in England as representative of the colonies before the Revolution.
The last French and Indian War.
Montcalm and Wolfe and the conquest of Canada.
Number and distributions of European races in the colonies in 1760.
House customs among the Puritans, the Quakers, the Germans, the Dutch and the Cavaliers.

SEVENTH GRADE HISTORY—1760-1787.

1. Samuel Adams and the eleven years' conflict preceding the outbreak of the Revolution.
2. The Declaration of Independence.
3. Events about Boston.
4. Washington's Retreat from New York and through New Jersey.
5. Burgoyne's Campaign.
6. Franklin in France during the Revolution.
7. Robert Morris and the financial difficulties of the Revolution.
8. Washington at Valley Forge.
9. John Paul Jones and his Naval exploits.
10. The Campaign in the South.
    Loss of Charleston.
    Cornwallis's march northward.
    Greene's campaign.
    Cornwallis at Yorktown.
11. The Treaty of Paris, 1783.
12. The weakness of the Government under the articles of Confederation.
13. The Constitutional Convention of 1787. Leading men, conflicts and compromises.
14. The Ratification of the Constitution.

EIGHTH GRADE HISTORY.

1. Growth and expansion of the country during the Revolutionary period.
   - The overthrow of the Iroquois.
   - Settlement of Tennessee and Kentucky and expulsion of the Indians.
   - The conquests of George Rogers Clark.
   - Westward expansion to 1812.
   - Defeat of Sinclair in Ohio.
   - Anthony Wayne's defeat of the Indians at Fallen Timbers; Treaty.
   - Harrison at Tippecanoe.
   - Jackson defeats the Creeks and Chocktaws.
2. Washington putting the Government on its feet. Establishing of the Federal Authority.
   - Hamilton organizes the financial system. Assumption of state debts.
   - The first tariff.
   - The United States Bank.
   - Washington's declaration of neutrality.
   - Defeat of the Northwestern Indians.
   - The Whisky Insurrection.
3. Adams as a Federalist and the Alien and Sedition acts.
4. Jefferson and Democracy.
   - Close construction of the constitution.
   - The Purchase of Louisiana.
   - Violation of the Constitution.
5. Monroe and the Monroe Doctrine.
6. Jackson, the leader of Democracy.
   - The Nullification Proclamation.
   - Webster and Hayne Debate.
7. Improvement of roads leading westward.
   - The Old National Road.
   - The Erie Canal and other canals.
   - Building of the Pennsylvania R. R.
   - Other railroads crossing the mountains.
8. Series of Great Inventions.
   - The steamboat on the Hudson and Ohio.
   - Improvements in locomotive engines.
   - The cotton gin.
   - Spinning jenny and power loom.
   - Electric telegraph.
   - Farm machinery.
   - The sewing machine.
9. The tariff and growth of manufacture.
   - Tariff of 1816.
   - Tariff of 1828.
   - Tariff legislation to 1860.
10. The Growth of Slavery from 1820 to 1860.
    - The Texas question.
    - Causes of the Mexican War.
    - Admission of California.
    - The Kansas-Nebraska bill.
    - Lincoln and Douglas debate.
    - Growth of the Anti-slavery sentiment.

11. Rapid Expansion of the North.
    Railroads and canals.
    Manufacturing.
    Immigration.
    Gold discoveries.
    The Public land system.
    Education.
12. Sketch of political parties to 1860.
    Election of 1860.
13. Lincoln's purpose in the war.
    Grant's campaigns in the West.
    Campaigns against Richmond.
    Blockade of the southern ports.
    Emancipation.
14. The Reconstruction Period.
15. Outline of leading events since the Civil War.

NUMBER.

In the past there has been an attempt to do too much under the head of arithmetic. There has not been time to give attention to things that are fundamental. There are a few things primarily essential in arithmetic that should be learned by every child if a thorough mastery of this subject is to be acquired. He should be able to make practical use of the arithmetical facts and principles learned in school.

There should be more purposeful drill upon the necessary number facts and processes until the child becomes perfectly familiar with them. Such processes as addition, subtraction, multiplication and division should be mastered early in the school life of the child because they play so important a part in all work in arithmetic that is to follow. Often much time is wasted in the upper grades learning facts and processes that should have been thoroughly mastered in the lower grades when the child is passing through the stage in which this work can be done most easily. Much drill and repetition for accuracy and speed should be given day after day along with the other work of arithmetic to the end that the child may early put into the background through thorough mastery, the mechanical difficulies of number. He should be at home and ready in thinking number and in the manipulation of number. He should think in number as readily as he thinks in other subjects. This will be brought about only by vigorous, persistent drill upon the mechanical side of number and the application of number in a rational sensible way to the every-day problems that surround the child. If the above is attended to in the lower grades it will be possible to do a higher and more practical kind of work in the upper grades.

The matter of having the child reason about everything he does in arithmetic, especially in the lower grades, can be overdone. Of course he needs to do rational thinking but there is no place for fine-haired explanations that are often required. Many things in arithmetic do not need to be explained. They need to be done and results secured with the least amount of fuss possible.

There is no place in school where time can be saved to better advantage than in connection with the arithmetic recitation. Too much explaining is done; non-essential work takes up time; the movement of the recitation is sluggish; there is no completed task with an essential piece of knowledge well mastered. Too many of our pupils are but half pre-

pared to go on because we have not been rigid enough in holding them up to standards that are within their reach.

The teacher of mathematics must be alert in order to communicate mathematical life to her pupils. She must have clearly in mind what she is to accomplish in the way of results. She must know how to secure these results on the part of her pupils with the least expenditure of energy. Pupils should acquire a mastery over number that makes them feel at ease when dealing with number relations.

RELATED NUMBER WORK.

I. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or by both. A monitor for each row comes to teacher. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Find line or give word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper: number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to ½ in. equal 2 degrees, ¼ in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, today than yesterday? etc.

(3) Time. Hours, half hours, quarter hours; ½, ¼, ¾ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs —comparisons. Soils—definite amounts measured out by the children;

loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction.—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares. oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computation necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays of paste. Boxes for various shapes and sizes of seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches: ½ in. by 6 in., divided into ½ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc., Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: Tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combination in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know.

a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's and 4's.
c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down.

In Grades III to VIII, the Young and Jackson Arithmetics will be used as text-books.

Note.—In using the above series, teachers should keep carefully in mind:

a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of preface and foot notes is essential to a sufficient teaching knowledge of the grade work.
b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
d. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.
e. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only the given phase as a development of the previous lesson.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imaging and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the schoolroom to problems of every day life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's Psychology of Number; Cook's Methods in Written Arithmetic.

Young and Jackson's Arithmetics will be used as texts. In following these books the work will be somewhat rearranged and parts eliminated with a view of getting done lines of work most suited to the child's need. The following portions of these books are designated in a somewhat arbitrary way as follows:

Book One.		Book Two.	
3B—pages	1 to 61	5B—pages	1 to 59
3A—pages	62 to 119	5A—pages	60 to 120
4B—pages	120 to 160	6B—pages	120 to 180
4A—pages	161 to 230	6A—pages	181 to 244

Book Three.

7B—pages	1 to 59
7A—pages	60 to 117
8B—pages	118 to 177
8A—pages	178 to 245

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive.)—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled—rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, 22½ degrees; rhombus, rhomboid, etc., one side given to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Name according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrating each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms of different bases.

Computing the area of the surface of the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle, to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative areas of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

Few terms in connection with sphere:—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

NATURE STUDY.

Nature study is variously defined. It is often misunderstood. It ought here to be stated that it is not merely to cultivate the power of observation, or to appeal to the aesthetic sense, or to furnish material for correlation with other subjects, though this end may and ought incidentally to be attained. Nature study is to develop an attitude of mind. The teacher is so to direct the child mind in its ceaseless reaching out after knowledge of objects in the material surroundings that as a result, the child will live with nature as with a friend. Between the two there is to be a sympathetic contact. To realize this end most completely requires the fullest development of all the powers of the child in so far as they may be influenced by contact with material objects. And on the part of the teacher it requires the same close contact with nature, and the same friendly intercourse with that toward which the child is to be directed.

FIRST GRADE.

FALL TERM.

Flowers.—Identify as many as possible of the common wild flowers, as golden rod, aster, evening primrose, wild sunflower. And in the same way, learn the names of the commoner cultivated flowers as, geranium, salvia, petunia, dahlia, canna, poppy, etc. Similarly learn the common weeds such as smartweed, ragweed, pigweed, milkweed, wild carrot, wild parsnip, lambs' quarters, etc. At the same time, while excursions afield are being made, there may be undertaken a study of—

Seeds.—These should be collected, noting number produced by single plant; how protected, etc. Seeds may then be stored for study on rainy days. Abundant material for story work. Such forms as milkweed, burdock, stick-tight, thistle, etc., are suggested.

Trees.—Oak, maple, linden, elm. Begin with forms most familiar to children. Become familiar with its general shape, whether tall or low, broad or pointed, etc. In study of oaks, after studying one form, as red oak, proceed to another, as burr oak, and make careful comparisons, not-

ing differences. Return then to the former to note any previously undiscovered points of similarity or differences. Cultivate in this work the habit of comparing the trees with one another. Attention may be centered about the shape of the tree, color and appearance of bark, shape of leaf and fruit. Collect fruits of each; collect leaves to study coloring. Make leaf chart. Make a survey of landscape conditions at the beginning of each month.

The Squirrel.—Shape, size, color, etc. How it climbs a tree. How it runs on the ground. What and how it eats. Where it builds its nest. The preparation it makes for winter. General preparation man makes for winter. Harvesting of corn; vegetables stored in cellar; hay and food for cattle in barn; ploughing for seeds to be sown next spring. Why such preparations are made. Visit a barn and make observations.

Study the pumpkin as one of the farm products. Make a study of this object with a special reference to its symbolism of the season of Thanksgiving.

Reason for giving thanks.

Rain.—Associate with clouds. Value of rain. Why necessary? Exists also as snow and ice.

After leaves have fallen, make excursion to compare pine tree with three trees previously studied. Reason for use of term "Evergreen." Use of Evergreen as Christmas tree. In connection with the approaching Christmas season, study from picture and story the reindeer as entering largely with the Santa Claus stories.

WINTER TERM.

These lessons are not very largely concerned with physiology. The experience of children in the Primary Grades is not such as to enable an understanding of physiological processes. And yet they are daily forming habits of living which no amount of instruction later in life can thoroughly change if wrong. Certainly their effect cannot be changed. These lessons are designed to begin with the daily experiences of the child and upon them and through them to influence his conduct and hence his habit. Any instruction is worthless unless it passes over into conduct. Physiology is not a part of the primary child's experience. He has not yet reached the age of reason. His conduct is largely imitative, and his habits the result of early influences. Upon this basis these lessons are to be developed.

The Child's Welfare and Happiness.

How animals keep warm—Furbearing (cat, dog, sheep, etc.) Feathered (chicken, canary, etc.). Shelters (burrows, nests, holes in trees).

Use we make of animal coverings to keep us warm.—Skins as clothing (shoes, hats, mittens, muffs, coats, cloaks).

Use of feathers (boas, feather beds, down quilts).

Clothing made of hair (woollen cloth).

Other ways in which we keep warm—houses, furnaces, stoves, (what we burn in them), bedding, underclothing (need of keeping them clean).

Ways in which we can get warm if we are cold—running, clapping hands and swinging arms, taking hot food or drink, blow hot breath on fingers, rubbing, hot bath.

What to do if we get too cold, (frost bitten)—cold water on cold hands or feet—snow on "frost bites"—rubbing of chilled parts. Danger of severe freezing of toes or fingers.

Ways in which we can keep cool when warm weather comes—change clothing, fan ourselves, keep in shade in cool place, avoid violent exercise, keep house cool (keep out sunshine). Raise windows, etc.

In leading the child to think on these things in so far as possible let his own experience and observation furnish the material.

Some other necessities to our happiness—food, friends, (parents, brothers, sisters, playmates)—toys, games, pets.

Food—Best kinds of food (bread, milk, cereals, occasional egg, vegetables, fruits).

Food to be avoided (coffee, tea, meat, cake, etc.).

Best way to eat (chew well, warm cold liquids in the mouth, not eat too much).

Best time to eat (regularly at meal times and not often between meals; not when very tired nor after severe exercise).

Preparation for eating (clean hands and face).

What to do at table (use of knife, fork, spoon; manner of asking for food; leaving the table).

What to do after eating (wash hands and face and rest fifteen minutes).

How to eat the food (chew well; keep mouth closed; use of teeth; care of teeth).

What the food does for us (keeps us warm; give us strength).

Friends.—Who are our friends ? (parents, relatives, playmates). Why do we need them? (parents, care, someone to play with, etc.) How should we treat them? (Kindness, unselfishness, love).

Toys.—Care of toys. (Have children name them and discuss their care.) What to do with them after playing (put away carefully—habits of orderliness and neatness).

Games.—Favorite games—Why? When to play (not immediately before or after meals). How to treat playmates. Dangers in playing (too near water, ice, etc., or too violently).

Pets.—What are your pets? How do you care for them? How are they useful? How do they give pleasure?

Note.—At the discretion of the teacher there should be introduced suitable gymnastic exercises and instruction in proper sitting, standing, breathing, etc., and correction of bad habits of various kinds to the end of helping the children to form good habits.

(Nature Study.)

Germination of Seeds.—Plant seeds of lima bean or corn in moist sand or sawdust. Watch process of germination. Lead pupil to see that the seed is a little plant protected by a plant or jacket. Find out what conditions seeds require to germinate most rapidly. Plant seeds of flowers and vegetables which require transplanting before being placed in the garden.

SPRING TERM.

Continue monthly resume of landscape and out of door conditions. Study buds of maple, elm, linden, oak, etc., to the end of discovering what is in the bud. This can be done by placing twig in water and allowing the buds to develop. The bud is a little branch with leaves, and in some cases, flowers, present in a rudimentary condition. Protection of these tender parts.

Spring Flowers.—Identify as many as possible; as dandelion, spring beauty, trillium, jack-in-the-pulpit, oxalis, violet, buttercup, etc. Follow the development of the cherry from the blossom to the fruit. Not, however, wih the aim of learning the names of the floral parts but simply to discover that the beginning of the fruit is a flower. Begin work on the garden. Let it be the nucleus for the nature work of the remaining weeks.

SECOND GRADE.

FALL TERM.

Wild Flowers.—Review the flowers learned in the previous grade and study such others as are commonly met with giving especial attention to the clovers.

Cultivated Flowers.—Review the flowers learned in the previous grade and identify all the cultivated flowers on the campus. Fruits. Maple, box elder, catalpa, linden, rose hip, thorn apple, wild cucumber, poppy. Attention should be directed to the fact that the beginning of the fruit was a flower. In an elementary way discuss the functions of the fruit. With the thorn apple compare the cultivated apple and the crab-apple.

Continue as in previous grade the monthly survey of landscape condition.

Common Vegetables.—Turnip, carrot, radish, parsnip, rutabaga, onion, potato, cabbage, egg plant, pepper.

Horse.—Usefulness. Things the horse does for man. What could man not do had he not the horse? Care. The legend of how the horse was tamed. Read selections from "Black Beauty."

How a horse is protected in winter.

Common Grains.—Identification of wheat, rye, oats, barley, millet as plants. Identification of grain of each; preparation of each for use of man. Use of each.

The thermometer. Effect of heat on size of solids and liquids. Freezing, zero and boiling point on the thermometer. Measurement of heat. Make hourly observation on temperature. Construct graph from observation. Obtain data from nightly temperatures and construct graph in the same way.

Study of a bird.—Bluejay suggested. Shape, parts (head, bill, breast, wing, tail, legs, beak), color of each part, food, habits, song.

WINTER TERM.

The Child's Home.

Homes of animals—burrows, hollow-trees, nests, etc.

Homes of pets—kennels, barns, bird houses, cages, etc.

Homes in which we live—of what constructed. Rooms and purposes of each. Location of house. Homes of other people. (Esquimo, Indians, warm and cold countries).

Care of the home—Cleanliness (clean shoes; shake dirty clothing before entering).

Sunshine (comparison with plants growing in dark).

Fresh air day and night. How?

What to do in case the house catches fire.

The Child's Body.

How some animals care for their bodies—cat, dog, bird.

How best to care for our bodies—cleanliness (when and how to bathe).

Sunshine (in houses as well as being out of doors).

Fresh air (How obtained at night; deep breathing; exercise in proper breathing).

Sleep and rest (number of hours of sleep; conditions for refreshing sleep—fresh air, not too much bedding).

Good food—Review foods outlined for first grade (those best to eat; those to avoid; care in eating properly; care of teeth).

Cheerfulness—Good temper makes food do us more good, bad temper makes us unhealthy.

How to care for the body in case of accident—clothing afire, burns, cuts, bruises, bee stings, mosquito bites.

NATURE STUDY.

If possible keep a tame rabbit in a cage in the room. Encourage the children to determine for themselves the needs for the rabbit, as food, drink, etc. Note how he eats and drinks. How he gets about. Look for tracks of wild rabbits. Harm they do to trees and gardens.

How to attract winter birds, with especial reference to chickadee and wood peckers. Have the children make their own observations on size, color, habits and call of birds.

Plant seeds of such garden vegetables as are to be used in the work of the primary garden, as tomatoes, peppers, ground cherries. Plant seeds of flowers which are to be transplanted into the garden, as pansy, chrysanthemum, asters.

Twigs. Note arangement and difference in size of the buds. Where are the large ones? Place twigs in water and allow buds to develop; study making appropriate sketches.

What was in the buds? What were the scales for? Study buds on other shrubs and trees. Learn to identify them by their twigs. Watch for returning birds. Begin bird calendar. Collect as many facts as possible concerning each bird observed.

SPRING TERM.

Continue observations on birds with particular reference to the robin, blue bird, grackle, red-winged black bird, meadow lark, gold finch, red-headed wood pecker, flicker, scarlet tanager, song sparrow.

Identification of common spring flowers. Blue violet, spring beauty, blood root, jack in pulpit, dutchman's breeches, dog-tooth violet, anemone, butter cup, wild geranium, trillium, oxalis (pink) oxalis (yellow). Develop appreciation of wild flowers and care in picking.

Observations on blooming of willow (pussy, elm and soft maple). Observe color, number and arrangement of blossoms; follow their development into ripened fruit. Note adaptations of fruit for dispersal. Plant some seeds of each. Note manner of breaking through soil. What advantage in such a method?

Direct attention to the fact that a yellow powder is produced, called pollen. Do all the flowers produce pollen? Show that the pollen is necessary for the development of the blossom into a fruit.

Garden making. Transplant seedlings reared indoors into suitable receptacles. Prepare soil of garden plots for planting. Prepare plans for the plot. Plant seeds at such time and under such condition as advised by instructor. It is advised that with this grade such seeds be planted as mature quickly, such as, radish, lettuce, particularly onion sets; transplant pansy and tomatoes. Of flowers: nasturtium, morning glory and poppy. Plant gourds and pumpkin for fall study.

THIRD GRADE.

FALL TERM.

Inspect gardens. Gather such vegetables as are mature and pick flowers for school-room decoration or distribution to sick school mates or friends. Gather and store poppy and nasturtium seeds. Pick and prepare gourds for drying. When ripe pick and store pumpkins.

Butterflies and moths. Collect larvae of monarch and cabbage butterfly, and bring to pupation in breeding cages. Follow life history of monarch, noting if possible: Moulting of larva, entrance into pupa stage, and emergence of the adult. Keep records of the changes. Store chrysalid of cabbage butterfly, placing it in a box in a cool cellar. Look on tomato vines for "tomato worms," feed in breeding cages containing a layer of earth in bottom. Compare further changes with those of monarch. If possible keep pupa until adult emerges. (Soil must be kept moist.) Along with field work on these forms make observations and identify such other butterflies and moths as are most easily obtained. The larvae of other forms may be bred and pupa obtained as above suggested. Note economic importance of larvae of forms studied.

Identification of oaks. By comparisonal study of bark, leaves and fruit learn to distinguish each species. Gather acorns from each for planting.

Note flocking of birds for migration, such as crows, grackle. Look for migrating flocks of ducks and geese. Why do birds migrate? Give many reasons.

Corn. Study plant, noting size of stalk, shape and position of leaves, roots, the tassel, ear. The tassel is a blossom which produces pollen. The ear of corn is the fruit. Uses of corn stalk as food for cattle, and of corn as food for man and domestic animals. Comparison of corn with grains studied in second grade. Different kinds of corn: field corn, sweet corn, and pop corn.

The Cow. Man's dependence on the cow. Uses made of milk in manufacture of butter and cheese, necessity in cooking, bread and milk, etc. Various uses of hide, hair, horns, hoofs, meat, suet, bones. Make butter, soft cheese and ice cream. Care of physical needs of cow—shelter, food, drink, salt, kind of treatment. Insect pests of cow. How protected against them.

WINTER TERM.

The Body Useful.

Various bodily activities—occupations and plays—parts of the body used in various occupations, games, etc. Names of parts (head, trunk, limbs, etc.).

How our activities are guided—Sight (eye, care of); Hearing (ears, care of); Touch (where most sensitive).

The importance of these senses may be emphasized by assuming the loss of any one. They help us to avoid certain things (What?) and to enjoy others (What?)

Other ways in which the body tells us about conditions outside—Smell (the nose); taste (the tongue); sanitation of nose and mouth, habits of putting fingers in nose or mouth; use of handkerchief; need of cleanliness to avoid disease and possibly death. These habits, too, help us to avoid bad food and to enjoy pleasant food and odors.

How to make the body strong and most useful—good food, good habits, good temper, self-control over appetite, temper, parts of the body. Good mind to think with and tell us what is best for the body to do.

Some things which weaken the body and make it less useful—Tobacco (statement of facts only, with little or no attempt to explain).

Coffee (Why?). Tea.

Alcohol (report on action of railroads and business men who will not employ men who drink or smoke. They are not useful. Abundant material is available).

Overeating.

Disease.

Accidents which may happen to the body; how to care for it then:

Drowning (demonstrate and have children do the same).

Fainting.

Poison ivy—Bites of dogs.

Review previous emergencies.

Stories of men who have used the body wisely and have lived long and useful lives.

NATURE STUDY.

WATER.—Its uses to man. To plants and animals. Value of pure water. How to purify by boiling.

Where water comes from—earth and sky.

Evaporation of water. Experiments to demonstrate condition affecting evaporation. Condensation of water vapor on cold surfaces. Rain, snow, hail, etc.

Freezing of water—temperature, expansion during. Ice lighter than water. Why this is a good thing.

Demonstration of three states of matter: solid, liquid and gas. Spring birds. Review birds studied in previous grades and continue observation. Following suggested: Ivory woodpecker, hairy woodpecker, nuthatch, brown creeper, blue-bird, junco, etc.

Plant seeds in hot-bed or boxes. such flowers and vegetables as plans for garden demand.

THIRD GRADE.

SPRING TERM.

Continue observation on returning birds. In connection with each bird encourage children to observe the flight, walking or running, food, and nesting habits. If possible keep under observation a nest of birds noting number of eggs, time of incubation, condition of young when hatched, how and what young are fed, length of time before young leave nest. Meadowlark, flicker, red-headed woodpecker, cow-bird, sand-piper.

Dandelion. Elementary study of the flower (floret, receptacle, scape).

Observe history of the flower from bud to fruit with appropriate notes and drawings.

Identify more common unfamiliar wild flowers as, columbine, mandrake, anemone, buttercup, phlox, shooting-star.

Life history of frog and toad. Collect spawn and study various stages in larval life, and from captured tadpoles of previous season, observe changes during metamorphosis. Economic importance of toads and frogs. Enemies. This work may be accompanied by suitable sketches and descriptions.

Keep calendar of leaf appearance on common trees, when leaf first appeared and when full grown.

Identify the more common butterflies as: mourning cloak, red admiral, sulphurs, cecropia moth, luna moth, sphinx moth. Habits of obtaining food. Correlate with work done during fall term.

Preparation, planting and care of garden, with especial reference to fertilizing soil, and insect enemies of the garden as: cut worm, squash bug. Plant flax, wheat, potatoes and peanuts. Plant such flowers as seem most advisable, chrysanthemums, asters, etc.

Transplant tomatoes and flower and see that plants are cared for.

Let the garden be the center of interest for nature work.

FOURTH GRADE.

FALL TERM.

Report of summer outings: nature discoveries and experience.

Care of the garden: gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoölogy; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N.) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons with Plants.

Planting of fall bulbs.

References: (N.) Planting and Care of Fall Bulbs.

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N.) Pond Studies. Furneaux's Life in Pond and Stream.

Animals of the Zoo: a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industries.

References: Schmeil's Introduction to Zoölogy; (N.) "The School Zoo;" Hornaday's American Natural History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N.) Pet Animals: Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seton, Long; Illinois Arbor Day Bulletin for 1908.

The turkey, wild and domesticated, in connection with Thanksgiving. (N.) Thanksgiving Nature Studies; Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N.) The teeth.

WINTER TERM.

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia, (Star of Bethlehem), Phases of the Moon. Use of stars by navigators.

References: Ball's Starland; Cerviss' Astronomy with an Opera Glass.

A study of levers. Developed inductively. Begin with the crowbar as a tool, its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled—but not about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore arm is a lever.

Reference: Murche's Science Readers, Book VI.

Bones: the framework of the body. Bones as levers; attachment of muscles: support; protection; structure; kinds; the skeleton; accidents; hygiene.

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference: Blaisdell's Our Bodies and How We Live.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter

Structure, function and care of the skin. Bathing. Effect of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References: (N.) The Window Garden and the Hotbed. Numbers of Garden Magazine and Country Life in America.

Forms of water; evaporation; freezing; solutions; filtering; etc. History of a raindrop. Drinking water; ice water. The refrigerator. Hard and soft water.

References: Scott's Nature Study and the Child; Tyndall's Forms of Water.

Cleanliness in the kitchen; sink; vent; disposal of water, smoke and gases. Insects, moulds, etc.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of the branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N.) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common wood-peckers; the common characters of the group; economic value.
References: (N.) "The woodpeckers;" Eckstrom's Woodpeckers; Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."
Wild flower garden; list of wild flowers known; calendar; underground parts.
References: Coulter's Plant Studies; (N.) Northern Illinois Flower Calendar.
Attraction of birds to the home grounds.
Poisonous Plants.
References: Farmer's Bulletin No. 86,—Thirty Poisonous Plants.
The pond; toad, mosquito, dragonfly. Metamorphosis.
References: (N.) Pond Studies; Hodge's Nature Study and Life.
The house fly.
Reference: Schmeil's Introduction to Zoölogy.
Comparative studies of shade trees.
Reference: Keeler's Our Native Trees.
The Garden. Dahlia; carrot, parsnip, cotton, tree seeds. Varieties of radish and lettuce, to determine most desirable kinds. (The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.)

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plants indoors.
Leaf coloration and leaf fall. Field and laboratory studies. Calendar.
References: (N.) "Autumn Studies With Plants." (N.) October.
Water in the plant. Experimental studies suggested by preceding topic.
References: (N.) "Experimental Study of Water in the Plant;" McMurray's Special Method in Elementary Science; Osterhout's "Experiments with Plants."
Special study of the oaks. Scarlet, red, burr and white oaks.
References: (N.) The Oaks; Keeler's "Our Native Trees."
Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.
Deciduous vs. evergreen habit in trees.
Reference: (N.) The Light Relation.
Forestry; forest preserves; uses of woods and modes of finishing woods; collection of woods; pioneering; Pilgrim's Thanksgiving.
References: Pinchot's Primer of Forestry (Government Bulletin); Bincken's N. A. Forests and Forestry; Hough's Collection of Woods; Yearbook, Dep't of Agriculture, 1896 and 1897.
The floors; carpets; hard wood; dangers of dust.
Goldfish and Perch.
References: Colton's Zoölogy, Part II. (N.) A Study of the Fish.
Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.
Monthly weather book.

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion;

temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) Window Garden and Hotbed.

Begin Bird Calendar.

References: (N.) Birds to be Found in Northern Illinois in Winter; (N.) Northern Illinois Bird Calendar.

SPRING.

Plant pinks (Dianthus) in hotbed.

List of birds known. Bird calendar.

Reference: (N.) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The Sparrows and Their Relatives;" Weed and Dearborn's Birds in their Relation to Man; Chapman's Handbook of Birds; Bulletin 55, New Hampshire Agricultural Experiment Station; The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture"; Forbush, "Useful Birds"; (N.) Bird Identification Chart.

The Audubon Society; its aims and its works; organization of a chapter.

References: Write Miss Mary Drummond, Spring Lane, Lake Forest, Ill., for Audubon Society Literature.

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture; Farmer's Bulletin No. 113, "The Apple and How to Grow It."

Cutting and potting of geraniums.

The trillium. Detailed study of the plant; morphology and function of the flower parts.

References: (N.) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds, Yearbook, 1898—Weeds in Cities and Towns, (N.) Some Common Weeds.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

References: Bailey's Lessons with Plants; Forest Service Bulletin No. 46, "The Basket Willow."

Insect galls on trees; pine cone, willow gall, coxcomb elm-leaf gall, corrugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects; (N.) Insect Galls on Trees.

Garden: Potato; tomato; cabbage; peanut; eggplant; sweet potato; pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

References: Bailey's Garden Making; Garden Magazine.

SIXTH GRADE.

FALL.

Care of the Garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: (N.) Cabbage Worm; Holland's Butterfly Book; Scudder's Butterflies; (N.) Some Common Butterflies.

Spiders; tarantula; scorpion; centipede.

References: Patterson's The Spinner Family; Report of Agricultural Experiment Station, Ithaca, N. Y., 1901; Emerton's Spiders.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles's How to Read a Pebble; Tarr's Physical Geography; Crosby's Common Minerals.

Origin and composition of soils.

References: King's The Soil; Burkett; Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of fall bulbs. Preparation of soil.

(N.) Planting and Care of Fall Bulbs; (N.) Window Gardens.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in Their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: LeConte's Geology; Dana's Corals and Coral Islands; Corsby's Common Minerals and Rocks.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, The Atmosphere; Waldo's Elementary Meteorology; (N.) The Barometer.

WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's About the Weather; (N.) Cyclones.

Circulation; a ten-weeks study of human physiology. The manifold necessity for a system of circulation; the circulating media,

blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference. (N.) Physiology for Sixth Grade.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "Window Garden and the Hotbed."

Chemistry of cleaning; solvents for grease, paint, etc.; removal of dust; manufacture and use of soap.

The Meals.

Reference: McMurry's Special Method in Elementary Science.

SPRING.

Birds of prey.

References: (N.) Birds of Prey; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple Sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No. 59.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

References: (N.) "Identification of Trees in their Winter Habit;" Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatchers, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: (N.) The Mustard Family; Bailey's Lessons with Plants; Gray's Manual of Botany.

Insects injurious to trees and garden; spraying.

References: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunder's Insects Injurious to Fruits; Farmer's Bulletin No. 127 "Important Insecticides."

Varieties of fruit trees.

Production of sugar from beets.

Reference: U. S. Dept. of Agriculture, Farmer's Bulletin No. 52.

Household pests; mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The mint family.

Reference: (N.) The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

SEVENTH GRADE.

FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.
References: (N.) "October"; (N.) Comparative Study of Fruits.

Review of seed dispersal types.
References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.
References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.
References: Hornaday's American Natural History; Hodge's Nature Study and Life; Rick's Nature History Object Lessons; Schneil's Introduction to Zoölogy.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses; sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather bureau. Monthly weather book.
References: Harrington's about the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.
Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.
References: Beddard's Zoogeography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.
References: Tilden and Clark's Geography of Commerce; Chisholm's Handbook of Commercial Geography; Adams's Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.
References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees's Fertilizers; Robert's Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture; Illinois Bulletin, "How to Maintain the Productive Capacity of Illinois Soils."

The fairy shrimp; type of life in the temporary pond.
Reference: (N.) Pond Studies.
The rose family, from botanical and economic standpoints.
Reference: (N.) The Rose Family.
The wood warblers. Calendar of the coming and going of warblers.
References: (N.) The "Wood Warblers." Chapman's Warblers; (N.) Northern Illinois Bird Calendar.
Poultry raising.
References: Watson's Farm Poultry; Shaler's Domesticated Animals; Farmer's Bulletins Nos. 41, 51, 200.
Lawn Decoration.
Study of the Food of Nestling Birds.
References: (N.) Schoolroom Study of a Robin's Nest; Yearbook of Dep't of Agriculture, 1900,—The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow; Herrick's Home Life of Wild Birds.
The clover family. Botanical and economic studies.
References: (N.) The Clovers and their Relatives; Bailey's Lessons with Plants; Illinois Bulletin.—"Alfalfa."
Bee, ant and wasp; the hive; economic value of wild bees.
References: Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.
Moss and fern; life histories.
Reference: (N.) The Moss and The Fern.
Garden: Experimental studies with fertilizers; radish, beets, corn, peas, cress. Canna, aster, hollyhock, heliotrope, castor-beans; care of grape vines; shrubs.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.
Care of the garden.
Continue herbarium, collecting fall flowers.
Classification of insects, with collection. Life histories. Economic entomology.
References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.
Agassiz Society.
Write E. F. Bigelow, Stanford, Conn., for literature.
Biographical study of the great naturalists.
A study of our common fishes.
References: (N.) A Study of the Fish; Jordon & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.
The composite family.
References: (N.) The Composite Family; Bailey's Lessons with Plants.
Study of fruits; akene, berry, pome, pepo.
References: (N.) October; Bailey's Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.
The dairy industry. Feeding. The silo. Milk testing.
References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep, dog. Ancestry; ecology, breeds, feeding, marketing, children pets.
References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals; (N.) The Dog.
A study of the stockyard, by-products. Utilization of waste.
Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports. Farmer's Institutes.
The Corn Plant; corn judging.
Telescope and microscope; stereopticon and camera. Studies in light; reflection and refraction. Lenses. The rainbow. Study of shadows. Lunar eclipse. The eye.
Forms of lighting: the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.
Manufacture of gas from coal.
Conservation of matter and of energy.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.
Reference: Conn's Germ Life.
Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.
Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.
Animal parasites.
Reference: Ward's Animal Parasites.
Biographical study of great scientists.
The nervous system and special senses; effects of intemperance.
The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; wireless telegraphy; door bell; electric light; dynamo and motor; street car. The lightning rod; the X-Ray.

SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.
Water birds. Migration phenomena. Game Laws.
References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.
The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.
Biological and economical study of the mosquito.
References: Hodge's Nature Study and Life; Weed's The Insect World; U. S. Dep't of Agriculture, Div. of Entomology, Cir. Nos. 13, 40.
Food storage in seeds. Seed testing.
Reference: Bergen's Foundations of Botany.
Plant physiology; tropisms, plant societies.
References: McDougal's Experimental Plant Physiology; Coulter's Plants Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N.) Experiments with Seedlings.

Pollination; plant breeding; experiments with corn.
References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insect Guests.
The pine tree and its relatives.
References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.
The grasses.
References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.
Field crops; corn, oats, rye, wheat, alfalfa.
References: Government and State Bulletins.
Grafting and budding of fruit trees; pruning; care of orchard.
Smuts and rusts; moulds and mushrooms; fungous diseases.
Ameliorating factors in rural life.
Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonette; foxglove; sweet william; shrubs; landscape gardening; how to plant the home grounds.
References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true song truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teaching of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies; and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best materials for children; but it demands, also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's music development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of

unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other; otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four prinicples we rest the following outline method-course, covering the music work from the primary to the eighth grade inclusive.

PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest song she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O, I know another sweet song." (Treat it similarly with the children). After the children begin to sing, the teacher's care extends to the individual. Too loud? "O, our sweet little song!" Too slow? "O, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teacher as rapidly as possible of several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter?—Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building,—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to school." Teacher says: "What a pretty little song." "Children, let us play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls

out definite rhythm, the development of which goes hand in hand with
1 2 1 2 1 2 1 2
melody. (I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping then by *twos*,
1 2 3 1 2 3
teacher suggest as: (My name is) (Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished glady by the director of this department upon request). "Children, all over the world the scale-song is sung with these litte syllables:—Do, ti, la, sol, fa, mi, re, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them). Then sing the down-scale by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasizing the extreme tones (octave drill); using fitting expressions, as "Birds fly" (1-8) "Rain Falls" (8-1).

Now the children are ready for the staff-house with its letters, name, the clef, the bars, the grouping-picture, and the maxim. "'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure and the time signatures; lead the children out through the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is out-lined and furnished in the Primer of the Modern Music Course, moving from the song to its elements, as he has done from the first. In the primary grades the rote-song is preminent.

Suggested Songs for Primary Grades.

In the Sunny Southland Skylark The Two Flowers The Bold Commander Rest, Baby, Rest Trust	Wm. L. Tomlins.
Luther's Cradle Hymn Jolly Old St. Nicholas	J. R. Murrs.

Birthday of a King Mr. Frog Bluebird Little Yellow Chick Tiddley Winks	Niedlinger

Additional Songs for First and Second Year.

Gipsy Dandelion Squirrel's Tea Woodpecker Jacky Frost	Eleanor Smith Primer.
Pretty Little Snow Flakes	Patty Hill.
Tracks in The Snow	Gaynor.
Easter Songs	Eleanor Smith, No. 2.
The Little Plant	Poulsson.
Robin Song Shoe Makers	Gaynor, No. 1.
Making Bread	Poulsson.
Morning Songs and Games Good-By Songs Birthday Songs	Hill, Jenks & Walker, Gaynor.

Excellent desk books are:

Earth, Sea and Sky, Neidlinger.
Songs and Games, Clara Besson Hubbard.
Songs of the Child World, Jessie L. Gaynor.
Rote Song Book, American Book Company.
Codas, No. 8, 13, 15, 105, Ginn & Co.

INTERMEDIATE GRADES.

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.
3. Two part work as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast division of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have the children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases of natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work can not be overestimated. Breaking into a history recitation with the martial, patriotic or other fitting songs is by no means a digression. A list of songs chosen with special reference to this end in singing is here given.

Unison songs:

F. W. Westhoff, Coda No. 272, Ginn & Co.
Steven C. Foster's Songs.
Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.

Academy Song Book, Ginn & Co.
The First Violet.
Star of the Summer Night.
Addison.
Avon.
Little Tin Soldier.
Rousseau-Herbert Hymn.

GRAMMAR GRADES. (Upper sixth, seventh and eighth.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing." Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice. Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.
4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Beside the technical drills already mentioned a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded music for the children of this age is herewith listed:

Patriotic songs of America, Coda 214, Ginn & Co.

Easy Three-part Songs, Coda 213.

Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.

Steven C. Foster's Songs.

Sacred Songs Old and New, Coda 217.

Old Ballads, folk songs and sketches from operas and standard works.

The eight volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They of all songs are the ones that preserve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."
4. Neidlinger's "Birthday of a King."
5. Kuchen's "Lullaby."
6. Hayden's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, oh, Sleep."
9. Rousseau's Hymn, "Hush my Babe."

ADDITIONAL SONGS (for 3rd and 4th years).

E. Smith, Part 2.
1. Stars and Daisies.
Gaynor, No. 1.
2. Froggies' Swimming School.
Jenks & Walker.
3. Come Little Leaves.
E. Smith, Book 1.
4. Wind Song.
Gaynor, No. 1.
5. Brownies' Dance.
Gaynor, Songs and Scissors.
6. Chrysanthemum Show.
Gaynor, No. 1.
7. Harvest of Squirrel and Honey Bee.
Gaynor, No. 2.
8. Thanksgiving Song.
9. Christmas Song.
Plan Book.
10. By the North Pole.
11. In Little January.
Gaynor, No. 1.
12. Valentine Songs.
Barnes.
13. Many Flags in Many Lands.
Gaynor, No. 1.
14. Blacksmith Song.
15. Easter Song.
16. Robin Song.
Knowlton.
17. Rollicking Robin.
Gaynor, No. 2.
18. Woodpecker.
19. Sparrow Song.
20. Bobolink.
Knowlton.
21. May Song.
Barnes.
22. May Flags.
23. America.
24. Battle Hymn of Republic.
Gaynor, Hill, Knowlton, Jenks & Walker.
25. Good Morning Songs.
26. Good Bye Songs.
27. Devotional Songs.

DRAWING.

Since "drawing is a universal language" it is essential that every child shall be thoroughly equipped with the means for this mode of expression. By the time he graduates from the high school he should be able to express his ideas as freely, though perhaps not as well, with his pencil, brush, or whatever medium he desires as with the spoken language. In order that this may be true the child's vocabulary must be added to year by year as he progresses in his other school work.

The following is a suggested development of the four lines of work based upon a general statement given at the beginning of the course in the normal department. Throughout the grades special attention is paid to the choice of color, size, and shape of paper for the sketch to be made, the placing upon the paper, the arrangement of flowers in the room, the bulletin board, and the mounting of sketches and pictures.

1. Constructive Design.

Grade I.—Draw plans of work already made in the construction period.
Grade II.—Draw plans without measurements. These are to be used in the construction.
Grade III.—Plans made free hand and mechanically with measurements.
Grade IV.—Plans made to the scale ½"-1" when necessary. Study of curves in connection with designs for baskets and pottery.
Grade V.—Scale ¼"-1". A more careful study of beautiful curves.
Grade VI.—The use of kit, T square, triangles, and compasses. Working drawings with terms front, top, and end views. Any scale used.
Grade VII.—Working drawings.
Grade VIII.—Working drawings.

2. Decorative Design.

Grade I.—Free rhythmic arrangement of units in borders, working from the placing of objects to the making of lines. Rainbow. One or two colors on white or gray.
Grade II.—Free rhythmic placing of units in surfaces. Contrasted harmony using standard colors.
Grade III.—Radiation from a center motif—leaves and flowers. Contrasted harmony using hues.
Grade IV.—Borders. Motif—geometric. Consider good spacing and shapes between units. Method of transferring. Dominant harmony.
Grade V.—Corners and rosettes. Motifs—Abstract units. Subordination of parts to whole. Mechanical reproduction. Analogous harmony.
Grade VI.—Special study of the structural lines of the object to be decorated. Motif—abstract or plant. A center of interest. Complementary harmony.
Grade VII.—Motif—plant. Flow of one line into another. Stenciling. Any good color harmony.
Grade VIII.—Sketch book of flowers and animals for motifs. Harmony of lines and parts. Block printing. Any good color harmony.

3. Representation.

Grade I.—Landscape with land and sky. Nature—growth. Much free, spontaneous illustrative work in connection with out of door sports and literature. Aim to have the sketches recognizable.
Grade II.—Landscape—clouds in the sky and distant hills. Nature—angle of branching. In illustrative work pay especial attention to general proportions.
Grade III.—Landscape with path. In nature and illustrative work pay especial attention to relative sizes and positions of parts.
Grade IV.—Landscape with water. Especial attention to characteristic views to be chosen. Correct proportion of parts and whole.
Grade V.—Landscape with trees in foreground. Elements of a picture—object, foreground, and background. Spherical and hemispherical objects. Grouping.

Grade VI.—Landscape—Sunsets—translation of black and white reproductions into color. Study of details, as single leaves in various positions, modes of plants, etc. Careful study of some bird, and animal. Effects of foreshortening in hemispherical, cylindric and conical objects. Grouping.

Grade VII.—Landscape. Details may be added, such as birds flying through the air. Plant composition with natural coloring. Effect of foreshortening upon rectangular objects.

Grade VIII.—Landscape—with houses. Plant composition with decorative coloring. Use of invisible edges, axes, and diagonals.

PHYSICAL TRAINING.

For the Pupils in the Training School.

Aim—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

3. To develop self-control, self-reliance, attention, concentration of thought and dexterity, laying basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest through change of activity and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnatics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combination of movements as are adapted to the age and surroundings of the child.

COURSE IN MANUAL ARTS.

This course proposes to take a few important industries that lend themselves readily to elementary work, and to make a somewhat intensive sustained study of them, adapting their steps of progress to the progress of the children's work.

The plans for the first and second grades are the outgrowth of a conviction that while a large amount of paper cutting and folding, stick laying and work at the sand table are valuable from the standpoint of enriching the child's experience and of adding interest, they cannot be justified from the standpoint of construction.

Activities more definitely purposeful and preparatory to those which are to follow are suggested for the time given to construction.

Hence the course simply removes this work from the construction period and uses it as seat work and in connection with the other subjects.

FIRST GRADE.

I. Building.

a. Materials—Blocks:
Cubes 1", 2".
Oblongs or prisms 1"x1"x2".
1"x1"x3", 1"x2"x2", 1"x2"x3".
Triangular prisms from
1"x2" cubes, and from sq. prisms.
1"x1"x3", 6", 8", 12".
Thin strips, 2", 3", 4", 6"x8", 12", 16", 24".
Cylinders 1"x2"x6".

b. Houses, railroads, bridges, forts, walks.

c. In case of the house problem, the children experiment with the blocks, building foundations and floors.

d. Drawings from these are made by the chidren in the art work.

e. Building of walls and putting on roofs.

f. From finished houses, children make drawings of front and side.

g. One large building which is to be more permanent is built by groups in succession. While this house is in progress each child works out an individual house problem.

II. Bookbinding.

a. From wood filings make
1. Blotting paper.
2. Writing paper.

b. Portfolio.
Made of two pieces of heavy paper, one being one-half inch wider and one inch longer than the other. The smaller is placed on top of the larger with long edges even on one side; the projecting edges are turned and pasted.

c. The Homebook.
Made from manila sheets 9"x12" with colored covers. Two holes punctured on short side. Tied with single cord.

d. Nature of Sketch Book.
A simple folio with colored paper cover, three punctures, tied with single cord.

III. Clay Modeling.

a. Marbles, beads.

b. Vegetables from grocery store.

c. Fruits and candies for confectionery store.

d. Dishes for china store.

e. Illustration of stories involving animal and human forms.

IV. Textiles.

a. Looping with coarse cord—Macrame.
1. Reins.

b. Table mat of burlap or Monks cloth.
Made by drawing out threads, coloring them with Easy Dyes, and weaving them back. Threads at edges are then drawn out, making a fringe. Sizes, proportions and color schemes are planned in the drawing periods.

c. Rugs for Doll Houses.
Woven of outing flannel on wooden frames. Simple stripe designs. Sizes, proportions, and color planned by children in their art work.
d. Holders.
Cross stitching on large checked gingham or on burlap of designs planned by children.

SECOND GRADE.

I. Building.
a. Planning a two-story house.
b. Foundation plans are made on paper by children, and then transferred to the blackboard. Class chooses best and modifies it if, after discussion, it appears necessary. In the case of the house problem, attention is given to ventilation and proper placing of doors and windows.
c. Plans for front and side are prepared as in b. The plans are worked out at the drawing period under the direction of the art instructor.
d. Building with bricks made by the children. See Modeling.

II. Bookbinding.
a. Making of card board foot and yard rules, 1″, 2″ and 3″ squares and rectangles of various sizes, for use in number work.
b. Portfolio.
Made with flap from one piece of tough paper, by marking sixteen rectangles and cutting out the corner ones.
c. Spellingbook.
Single leaves, covered with separate light boards which are bound in cover paper with only turn overs pasted, and lined with allover pattern prepared by the children. Tied with cord by Japanese method. Sizes, proportions and color combinations planned out in art work.
d. Language Book.
Sewed with five punctures, covered with one piece of crash or burlap, finishing edges and working design with coarse thread. Colored end papers.
e. Scrapbook.
Made of simple folios, covered with simple folio of heavy bristol board, reinforced at back with strip of book cloth, and sewed with five punctures with double cord. Sizes, proportions and color schemes planned in art work.

III. Clay Modeling.
a. Making of bricks for house. Red clay is molded into forms made by older children.
b. Dishes, vegetables, and bakery goods are made for sales in connection with the arithmetic work.
c. Lamps, dishes, and cooking utensils of Robinson Crusoe are made in connection with this story, and attempts made to fire them.

IV. Textiles.
a. Weaving marble bags of one piece, with one color of warp and another of weft. Material dyed and looms made by chidren.
b. Weaving school bag of coarse soft cord. Jute or rug yarn. Stripe design. Plan of same size and color as bag made by the children in the art class and followed in weaving.

In connection with the second grade study of Hiawatha the children make wigwams, cradles, moccasins, invitations and canoes. In connection with the Robinson Crusoe story, they make tables, chairs, flails, sieves, boats, ladder and charcoal.

THIRD GRADE.

The good of the active, rapidly growing children in the Third Grade demands more vigorous activities and more difficult tasks.

Furthermore, the children really want just such tasks as are here suggested, and the joy they get out of the effort and the satisfaction and increased power they feel at its completion, justify the undertaking.

I. Building.

The following are made from plans prepared by the children in the art work:

a. Sled.
b. Cart box.
c. Bird house.
d. Forms for second grade brick making.
e. Loom for sofa pillow cover.

The ruler, trysquare, saw, hammer and brace and bit are used in these problems.

II. Bookbinding.

a. Spelling Book.
Single leaves with separate boards. Boards are covered with book cloth. Top board is cut into two parts leaving a ¾" piece at back, thus making a flexible joint. Tied through two punctures with heavy cord. Paste down and cover used for decoration in art work.

b. Literature illustration book cover (Fall).
Half cloth. Short boards, leaving wide, flexible back of book cloth. Three punctures cut through and tied with heavy cord. Proportions and color scheme planned in connection with art work.

c. Portfolio. (Fall).
Made with flap, from one piece of oak-tag. Marked into sixteen rectangles, the corner ones being cut out. The corners of flap and ends may be modified to suit the individual taste and made to resemble an envelope.

d. Nature Notebook. (Spring).
Single folios of paper sewed with five punctures. Covered with full cloth, the cover being made separately and laid on, using the first and last leaves as paste-downs. Covers and end papers used as problems in decoration.

e. Language book.
Same as Literature Book in b.

III. Clay Modeling.

a. Small flower pots.
These are to be fired and used in school in connection with plants and bulbs.

b. Vases for dried grasses. (Winter.)
The above are made from designs planned by children.

c. Modeling in relief. Children posing.

d. Casts of children's work.

IV. Textiles.

a. Raffia braiding and sewing of mats, bags, basket and doll hats from patterns made by children in connection with their drawing and art work.
b. Begin coil of raffia over raffia for mats and baskets. Shapes and simple designs planned in the art work are carried out in these.
c. Sofa Pillow cover.
Woven of jute on looms made by children. Simple heddles are introduced in carrying out designs prepared in art work.

In connection with the reading of The Cave Men, skin cradles, covers for water bottles, splints for baskets, baskets of splints, splint mats in various designs, and pads to protect the forehead, are made by the children.

The Horn Book is made in connection with the story of the early schools of this country.

FOURTH GRADE.

I. Bookbinding.
a. Portfolio.
Made of heavy coverpaper, with end pieces folded so as to allow for increasing or decreasing of thickness of portfolio. Modified to suit individual.
b. Nature Book. One section.
Full sheets folded and cut to proper size. Sewed with five punctures. Bound in half cloth. Boards laid on before binding. First and last leaves of section used as paste downs. Cover design worked out in art class.
c. Language, Geography and History Notebook.
More than one section. Paper folded and cut as in b. Bound in full paper—boards bound separately and laid on. Introduction of colored end papers. Sewed in cheap commercial style—through all sections with seven punctures. Covers and end papers used as problems in design.
d. Re-cover. Some schoolbook or book of the child. New super put on. New end papers tipped in. Cover bound separately in half or full cloth.

II. Textiles. In the following, the sizes, shapes, and designs are planned in the art work.
a. Solid raffia basket with varied stitches and more complicated design.
b. Reed basket.
c. Raffia and reed basket. Combination of stitches and more difficult shape and design.
d. Weaving piece of cloth of fine texture and more complicated design.

III. Pottery. Coil binding.
a. Relief modeling of vegetable and animal forms.
b. Tea-Tile—incised decoration.
c. Paper weight—relief decorations.
d. Small undecorated bowl.
e. Larger bowl with border design.

All of the above are preceded by constructed and decorated designs worked out in the art department.

FIFTH GRADE.

I. Bookbining.
   a. Portfolio. Same as in Fourth Grade.
   b. Desk blotter pad—leather corners.
   c. Rebind book from Library.
      1. Cutting off old covers.
      2. Cutting apart the sections.
      3. Beating out joint, if any.
      4. Mending and guarding torn folios.
      5. Sewing with five or seven punctures, kettlestitches.
      6. Binding cover separately—half cloth, single boards. (Case binding.)
      7. Gluing back and putting on cover.

   All constructive decorative designs in above are worked out in the art department.

II. Textiles.
   a. Basketry. Baskets of raffia reed—more difficult shapes and stitches and more complicated designs.
   b. Weaving. Larger pieces of finer threads and more difficult in design.

III. Pottery.
   a. Candle-stick.
   b. Small fernery, with border design.
   c. Ink stand.

The story of the Potter, and the early history and methods are made subjects of study, and the Potter's wheel is brought into use to give the commercial aspect of the work. In all of the problems in pottery, the shapes and designs are worked out in connection with the art work.

SIXTH GRADE.

I. Woodwork. It is assumed that the course in Woodwork that requires a maximum of independent thought on the part of the pupil and a minimum of dictation from the teacher is the best. Hence, the plan here suggested is that the teacher, keeping in mind the interests of the pupil suggest in general terms (specifying particular features or constructions desired) the problem for some specific purpose. On the basis of this suggestion, the pupils make free-hand sketches in the drawing classes, showing their individual ideas of such a project and indicating roughly the scheme of decoration. Then in conference with the Drawing and Manual Training teachers they eliminate such impractical and undesirable features as may be found in their sketches. From these sketches, simple working drawings are made for use in the shop, and methods of construction, suitableness of materials and decoration and finish are discussed.

All this precedes and prepares the way for the actual work with materials, so that the pupil goes about his construction with a workmanlike spirit and intelligence.

The following are types suggested for the Sixth Grade. They require simple squaring by use of the plane, trysquare, gage, and knife, and the simple assembling of parts by use of hammer and nails.

   a. Key rack.
   b. Tea-pot stand. Simple cross for support.
   c. Bird house.
   d. Sled.

II. Bookbinding.
All constructive and decorative designs in the following problems are worked out in art department.
a. Portfolio.
b. Bind from original sheets some small book like, "He Knew Lincoln," "A Perfect Tribute," "A Man Without a Country," etc. Sewed with five or seven punctures. Kettlestitches. Glued back. Case binding as in B Grade Six. Half or full cloth. Head cut and colored before cover is laid on.
c. Decorative binding.
Rebind one of pupil's own books. Sew on tapes, ribbons, or strips of leather with fancy thread in decorative stitches. Tapes laced through boards and tied at foreedge. End papers pasted down to cover tapes inside covers. Tapes and stitches left exposed at back.

Pottery.
a. Vase with relief or inlaid decoration.
b. Cracker jar with cover.
c. Firing.
d. Preparation and application of glazes in a and b.
e. Glaze firing.
f. Making and use of simple molds.

SEVENTH GRADE.

I. Woodwork. See introductory in 1, Grade Six. Discussion of tools and their uses, and of various common woods, and the methods in their preparation for the market, etc. By proper arrangement, this work can be largely covered in connection with Nature Study or Industrial and Commercial Geography. The following types are suggested for Seventh Grade:
a. Box—simple butt joints, and top board for lid.
b. Ink stand and stationery holder.
c. Book rack.
d. Woven cane top stool—dowel rods for cross pieces.
e. Individual projects of pupils' suggestion.

II. Bookbinding.
a. Portfolio.
b. Limp leather binding. Bind or rebind pupil's book in one piece of velvet or ooze sheep. Sewed on tapes or with kettlestitches. Cover used as problem in design in connection with art work.
c. Half leather. Rebind book. Preliminary steps as in Fifth Grade. Sewed on tapes Single boards. Head, foot, and foreedge cut. Colored ends. Head band. Backed and rounded. Case binding.

EIGHTH GRADE.

I. Woodwork. See introductory in 1, Grade Six. Discussion of tools, woods, lumbering and allied industries continued. Finish and the preparation and use of stains are also discussed. The following are types suggested for the Eighth Grade:
a. Taboret—mortise and tenon construction.
b. Pedestal for student lamp.
c. Drawing board.
d. T square.

e. Picture frame.
f. Waste paper stand.
g. Small table.

General. Individual and group problems are encouraged. Problems arising from the needs of the school are used to much advantage. Frames, screens, stands, tables, shelves, etc.

II. Bookbinding. Constructive and decorative designs are made in the art work.
a. Portfolio.
b. Bind or rebind book in ¾ leather. Sewed on tapes. Double boards. French joint. Backed and rounded. Head cut and colored. Colored head band. Boards glued on before leather back and cover papers are put on.
c. Bind or rebind in ¾ leather. Sewed on cards. Backed and rounded. Head cut and colored head. Colored head and foot bands.

STUDENT TEACHERS, 1909-10.

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one-half of each day for one term. "Room" credits are given for room charge for one-half of each day for one term.

	Asst. Credits.	Room Credits.
Adamson, Georgia	3	3
Anderson, Alice	3	3
Andrews, Edith	3	3
Bahr, Alice	3	3
Barr, Gertrude	3	3
Barr, Mildred	3	3
Barron, Louise	3	3
Bemisderfer, Kathr'ne	3	3
Bickford, Helen	3	3
Billig, Florence	3	3
Bishop, Georgia	3	3
Boom, Sara	3	3
Brenneman, Elsa		3
Briggs, Leah	3	3
Carmichael, Marg'rite	3	3
Carroll, Elva	3	3
Cheatle, Maude	3	3
Cooper, Bessie		3
Corey, Dorothy	3	6
Corkell, Delphine	3	3
Cortright, Cecile	3	3
Davis, Lillian		3
Diedrich, Anna		3
Dudley, Pearl		3
Engelbrecht, Elma	3	3
Ericsen, Louise	3	3
Frederick, Helen		3
Fuller, Lois	3	
Fuller, Lulu	3	3
Gage, Edna	3	3
Gale, Mamie	3	3
Geoffroy, Elsina	3	3
Glidden, Nan	3	
Gumz, Martha	3	3
Hammett, Dorothy	3	3
Harris, Blanche	3	3
Hatch, Pearl	3	3
Hill, Jessie	3	3
Hill, Luella	3	3
Hoffman, Blandina	3	3
Holliston, Alice		3
Howatt, Margaret	3	3
Johnson, Myra	3	3
Jones, Mamie	3	3
Kaufmann, Myrtle		3
Kuble, Marie		3
Laible, Lavina	3	3
Lucas, Bessie	3	3
Luetke, Grace	3	3
McGrath, Robert	3	3
Mahaffey, Hazel	3	3
Marsh, Mae	3	3
Middleton, Mabel	3	3
Midgley, Alice	3	3
Muladore, Nellie	3	3
Murray, Anna Laura	3	3
Murray, Hanna	3	
Myers, Florence	3	3
Nelson, Minnie	3	
Nilson, Pearl	3	3
Noltemeier, Ella		3
Norton, Mabel		3
O'Brien, Walter	3	
Osmun, Hazel	3	3
Paddock, Lucile	3	3
Perry, Hazel		3
Peterson, Cora	3	3
Phillips, Cora	3	3
Porter, Ruth	3	3
Ratliff, Grace	3	
Reitsch, Lillian	3	3
Robertson, Eunice	3	3
Rogers, Mae	3	3
Sanford, Helen		3
Scott, Anna	3	
Shapland, Marion	3	3
Shurtleff, Zada	3	3
Smart, Cora		3
Smart, Ella	3	
Smart, Grace		3
Smith, Gertrude	3	3
Stegmeir, Carolyn		3
Stemwell, Grace	3	3
Stene, Randa	3	3
Sullivan, Lillian	3	3
Thompson, Adelia		3
Thompson, Ruth	3	
Thurston, Mary	3	3
Thye, Lily	3	3
Tuthill, Maude	3	3

	Asst. Credits.	Room Credits.
Kays, Mark	3	3
Kempson, Rosa	3	3
Kern, Esther	3	3
Kirk, Mrs. Susie	3	3
Kocher, Lillian	3	3
Koeller, Minnie	3	3
Tyrrell, Glen		3
Walker, Grace	3	3
Whitmore, Vida	3	3
Wiley, Eliza	3	3
Wirtz, Ione	3	3
Wright, Florence	3	3

SPECIAL STUDENTS.

Name.	County.	Town.
Blagden, Helen	DeKalb	Sycamore
Cortright, Ethel	Lee	Dixon
Coultas, Bertha	DeKalb	Sycamore
Dadds, Mayte	DeKalb	DeKalb
Farmer, Mrs. Elizabeth	DeKalb	DeKalb
Fitch, Helen	Cook	Chicago
Heermans, Clara M.	DeKalb	DeKalb
McPartlin, Loretta	Will	Joliet
Mitchell, May	Lake	Zion City
Myers, Florence	LaSalle	Streator
Pesson, Ernst	DeKalb	DeKalb
Pond, Amy	DeKalb	Sycamore
Seaton, Edith	Winnebago	Shirland
Seaton, Ethel	Winnebago	Shirland
Taylor, Ethel	DeKalb	DeKalb
Thompson, Ruth	(Iowa)	Villisca
Waalkes, Dirk	Stephenson	German Valley
Ward, Earl	McHenry	Woodstock
Willett, Stella	DeKalb	Malta

SENIORS OF 1910.

One-Year Course.

Corkell, Delphina Zerelda	Cook	Chicago
Smart, Cora Edna	DuPage	Hinsdale
Smart, Grace May	DuPage	Hinsdale

Two-Year Course.

Adamson, Georgia Sarah	Kane	Geneva
Andrews, Edith Hannah	Cook	Oak Park
Bahr, Alice May	DeKalb	DeKalb
Bickford, Helen Grace	Cook	Chicago
Billig, Florence	Winnebago	Rockford
Boom, Sarah L.	Winnebago	Rockford
Briggs, Leah K.	Kane	Elgin
Brownell, Ada Cecelia	Cook	Chicago
Carroll, Mary Elva	DeKalb	DeKalb
Cheatle, Maude S.	Lee	Dixon
Churchill, Estella L.	DeKalb	Sycamore
Corey, Dorothy	DeKalb	DeKalb

Name.	County.	Town.
Cortright, Cecil J.	Lee	Dixon
Crowder, Mae Grace	Winnebago	Durand
Diedrich, Anna	DeKalb	DeKalb
Doyle, Helen M.	Lake	Waukegan
Engelbrecht, Elma C.	Kane	Elgin
Frederick, Helen Hall	Ford	Paxton
Fuller, Lulu May	DeKalb	DeKalb
Gage, Mary Edna	Kane	Elgin
Gale, Mamie Alice	Stephenson	Freeport
Geoffroy, Elsina A.	Whiteside	Rock Falls
Gumz, Martha Emily	Kane	Aurora
Hammett, Dorothy Breese	DuPage	Wheaton
Hill, Jessie May	Cook	Oak Park
Holliston, Alice V.	La Salle	Mendota
Johnson, Myra M.	Kendall	Yorkville
Kays, Mark	Putnam	Magnolia
Kern, Esther	Winnebago	Rockford
Kirk, Mrs. Susie	DeKalb	DeKalb
Kocher, Lillian A.	Kane	Elgin
Koeller, Minnie N.	DeKalb	Colvin Park
Kuble, Marie	Jo Daviess	Galena
Laible, Lavine	Stephenson	Dakota
Lobdell, Gertrude May	Winnebago	Rockford
Luetke, Grace W.	Cook	Oak Park
Mahaffey, Hazel	DeKalb	DeKalb
Marsh, Rose May	Kendall	Bristol
Midgley, Alice M.	Kane	Elgin
Muladore, Nellie	Kane	Aurora
Murray, Anna Laura	DeKalb	DeKalb
Nilson, Pearl J.	DeKalb	Sycamore
Paddock, Lucile	Cook	Arlington Heights
Peterson, Cora J.	Henry	Cambridge
Phillips, Cora May	Bureau	Princeton
Reitsch, Lillian	Winnebago	Rockford
Robertson, Eunice	DuPage	West Chicago
Rogers, May	Kane	Elgin
Sanford, Helen M.	McHenry	Woodstock
Shurtleff, Zada	Ogle	Byron
Smart, Ella D.	DuPage	Downers Grove
Smith, Gertie Blanche	Lee	Paw Paw
Stene, Randa	Kane	Elgin
Sullivan, Lillian Veronica	Cook	Chicago
Thompson, Adelia	Cook	Chicago
Thye, Lilly T.	Cook	Chicago
Tuthill, Maude E.	Kane	Elgin
Truby, Ethel B.	DeKalb	Sycamore
Tyrrell, Glen Homer	Jo Daviess	Stockton
Walker, Jennie Grace	Clyde	Cook
Whitmore, Vida Louise	DeKalb	DeKalb

THREE-YEAR COURSE.

Name.	County.	Town.
Anderson, Alice B.	Kankakee	Herscher
Barr, Reta Mildred	Will	Braidwood
Barron, Louese	DeKalb	Sycamore
Bemisderfer, Mary Katharine	Will	Monee
Bishop, Georgia I.	Ogle	Stillman Valley
Brenneman, Elsa B.	Putnam	Florid
Carmichael, A. Marguerite	Ogle	Stillman Valley
Cooper, Mary Bessie	Mercer	Hamlet
Davis, Lillian Eloise	Cook	Edison Park
Eriksen, Louise Julia	Kendall	Newark
Harris, Blanche Holmes	Grundy	Braceville
Hoffman, Blandina	Will	Monee
Howatt, Margaret Bain	Will	Braidwood
Johnston, Howard	Ogle	Byron
Jones, Mary Edith	Lee	Franklin Grove
Lucas, Bessie M.	Boone	Belvidere
McGrath, Robert T.	Carroll	Mt. Carroll
Middleton, Mary Mabel	Kane	Maple Park
Noltemeier, Ella Frances	Stephenson	Freeport
O'Brien, Walter L.	Kane	Maple Park
Osmun, Isabel Hazel	McHenry	N. Crystal Lake
Perry, Hazel Dell	Kankakee	St. Anne
Porter, Ruth Elizabeth	Henry	Atkinson
Randall, Claude W.	DeKalb	DeKalb
Shapland, Marion B.	Bureau	Manlius
Swank, Ada Myretta	Cook	Chicago
Thurston, Mary Anna	Kane	Maple Park
Walthers, Clarence Carl	Rock Island	Port Byron
Wright, Florence Mary	DeKalb	Malta

Students who have finished more than one year in the

TWO-YEAR COURSE.

Name.	County.	Town.
Arnold, Helen Florence	Lee	Dixon
Barr, Gertrude Mary	DeKalb	DeKalb
Carter, Nora A.	DeKalb	DeKalb
Coy, Genevieve	DeKalb	Sandwich
Eddy, Josephine	Lake	Zion City
Glidden, Nan L.	DeKalb	DeKalb
Gowdy, Helen M.	Lake	Lake Bluff
Hatch, Neva Pearl	Kendall	Plano
Hill, Luella	Jersey	Jerseyville
Kauffman, Myrtle	Stephenson	Freeport
Larsen, Gladys Marie	DeKalb	DeKalb
Murray, Hanna E.	DeKalb	DeKalb
Norton, Mabel L.	Bureau	Spring Valley
Pratt, Frances E.	Lake	Waukegan
Stegmeier, Caroline	DeKalb	DeKalb
Stemwell, Grace S.	Cook	Maywood
Wiley, Eliza M.	Stephenson	Lena
Wirtz, Ione	DeKalb	DeKalb

Students who have finished one year in the
TWO-YEAR COURSE.

Name.	County.	Town.
Almloff, Edna	Rock Island	Moline
Baker, Victoria Acenith	DeKalb	Sycamore
Bell, Ada	DeKalb	Kirkland
Benson, Mina	Winnebago	Pecatonica
Blodgett, Bernice	McHenry	Harvard
Carroll, Anna	Will	Joliet
Clay, Grace	La Salle	Troy Grove
Cook, Elizabeth Edith	Cook	Des Plaines
Coppernoll, Ruby	Jo Daviess	Stockton
Donaghho, Bessie	Rock Island	Rock Island
Dysart, Lois	DeKalb	Sycamore
Eitelgoerge, Hilda	Kane	Aurora
Fe'dou, Bess	Kane	Elgin
Ferguson, Agnes	DeKalb	Sandwich
Foote, Nina	Rock Island	Rock Island
Foster, Vena	Kendall	Plano
Fuller, Lois	McHenry	Richmond
Gilbert, Frances	DeKalb	DeKalb
Glanville, Gretta	Jo Daviess	Stockton
Hopson, Jean E.	Kane	Elgin
Johnson, Eleanor	Kane	Elgin
Johnson, Ella	Winnebago	Rockford
Johnson, Ruby	Winnebago	Rockford
Larson, Ruth	Rock Island	Moline
Lawrence, Winnifred	DeKalb	Burlington
Long, Anna	Whiteside	Fulton
McGuire, Leona	Cook	Oak Park
Mallory, Fairie	Stephenson	Freeport
Meehan, Bessie	Boone	Belvidere
Nelson, Minnie	DeKalb	DeKalb
Pettitt, Bernice	Henry	Kewanee
Pingry, Mabel	McHenry	Crystal Lake
Pratt, Donna	DeKalb	DeKalb
Randall, Olive	Kane	Aurora
Reynolds, Ruth	Cook	Riverside
Rix, Myrtle	Boone	Belvidere
Rorig, Mamie	Kane	Elgin
Samuelson, Edith	Kane	Elgin
Schlottman, Alma	McHenry	N. Crystal Lake
Smith, Esther	DeKalb	Charter Grove
Smith, Helen	Whiteside	Rock Falls
Stubbs, Alice	Kane	Aurora
Sullivan, Lillian Mary	Ogle	Rochelle
Swain, Zora	Bureau	Tiskilwa
Weltin, Lillian	Kane	Aurora
Wilcox, Veva	Kane	St. Charles
Wiltse, Myra E.	DeKalb	Esmond

Students who have finished less than one year in the

TWO-YEAR COURSE.

Name.	County.	Town.
Barron, Shirley	DeKalb	Sycamore
Binnie, Susie	Kane	Dundee
Bradley, Hazel	DeKalb	Sandwich
Busch, Ethel	(Iowa)	Knoxville
Campbell, Arabel	DeKalb	Genoa
Cassels, Mae	Cook	Chicago
Corkell, Alice	Cook	Chicago
Coy, Genevieve	DeKalb	Sandwich
Drinkwater, Laura	Ogle	Rochelle
Dunn, Agnes	DuPage	Downers Grove
Eggleston, Bessie L.	Marshall	Henry
Edwards, Navaare	McHenry	Hebron
Eliason, Elvie	Lake	Zion City
Flannigan, Alice	Kane	Aurora
Francis, Bula	Winnebago	Rockford
Freeseman, Marguerite	Stephenson	Freeport
Gill, Ethel	Ogle	Stillman Valley
Gilmore, Bernice	Lake	Waukegan
Goble, Katharine	LaSalle	Earlville
Gothard, Gertrude	Kane	Dundee
Greenaway, Pearl	DeKalb	Sycamore
Griffith, Mrs. Eva	Kane	Aurora
Hageman, Hazel	DuPage	Wheaton
Hoffman, Annetta	Cook	DesPlaines
Hogan, Genevieve	LaSalle	Seneca
Horn, Florence	DeKalb	DeKalb
Hults, Nora Lee	Lee	Dixon
Johnson, Edith	DeKalb	DeKalb
Keyes, Ethel	DeKalb	DeKalb
Kirk, Verna	DeKalb	DeKalb
Leigh, Ora	Perry	DuQuoin
McKinley, Edna	Lake	Zion City
Marshall, Jennie	DeKalb	Kirkland
McIntyre, Genevieve	Jo Daviess	Hanover
Mills, Grace S.	DuPage	Wheaton
Morris, Edith	Lake	Zion City
Mossberg, Hjalmer	DeKalb	DeKalb
Mulloy, Carrie	Cook	Austin
Murray, Evelyn	DeKalb	DeKalb
Ratliff, Grace B.	Macon	Decatur
Sanders, Helen M.	Kendall	Plano
Severns, Oral M.	Marengo	N. Crystal Lake
Shager, Alta	(Wisconsin)	Sharon
Sheap, Harriet	Lee	Franklin Grove
Stark, Sadie	DeKalb	Hinckley
Sweet, James W.	Ogle	Polo
Wells, Addie N.	Lee	Paw Paw

Students who have finished more than two years in the

THREE-YEAR COURSE.

Name.	County.	Town.
Gastfield, Aurelia	Lake	Deerfield
Horan, Gertrude	Kane	Maple Park
Johnson, Estella	DeKalb	DeKalb
Kempson, Rose	DeKalb	Malta
Meyers, Alice C.	Stephenson	Freeport
Scott, Anna	Will	Braidwood
Wilkinson, Alice	DeKalb	Clare

Students who have finished two years in the

THREE-YEAR COURSE.

Name.	County.	Town.
Bailey, Sadie	DeKalb	DeKalb
Bates, Mary	Winnebago	Rockton
Bender, Lloyd	Stephenson	Kent
Gage, Helen	Kane	Elgin
Graham, Ruth	DeKalb	Waterman
Johnson, Laura	Winnebago	Durand
Lines, Minnie P.	Ogle	Monroe Center
Nichols, Lula	DeKalb	Kingston
Redmond, John	DeKalb	Carlton
Willey, Lilly	DeKalb	DeKalb
Wilson, Albert E.	Cook	Chicago

Students who have finished more than one year in the

THREE-YEAR COURSE.

Name.	County.	Town.
Cook, Rosetta	DeKalb	DeKalb
Dale, Reynolds	Bureau	Tampico
Gillis, Jennie	Ogle	Creston
Haish, Verna	DeKalb	Hinckley
Hunter, Harriet	Winnebago	Rockford
Kliber, Elsie	DeKalb	Sycamore
Lambert, Annette	Carroll	Savanna
Lancaster, Mary	Lake	Everett
Reynolds, Myrtle	Ogle	Rochelle
Sawyer, James	DeKalb	Waterman
Winn, Lora	LaSalle	Triumph
Woodford, Sarah	Whiteside	Albany

Students who have finished one year in the

THREE-YEAR COURSE.

Andrew, Elizabeth	Winnebago	Argyle
Dauberman, Grace	Kane	Kanesville
Hale, Althea	Stephenson	Orangeville
Hartman, Nellie	Winnebago	Davis
Havens, Bertha	DeKalb	Cortland
Haynes, Iona A.	Will	New Lenox
Howes, Alma Myrtle	Kendall	Yorkville

Name.	County.	Town.
Hutchins, M. Marguerite	Winnebago	Roscoe
Lawlor, Agnes	Will	Manhattan
Light, Edith	Ogle	Leaf River
Miller, Neva	Stephenson	Davis
Nelson, Mary Belle	Putnam	Granville
Pratt, Florence	DeKalb	Kingston
Reber, Bessie	Ogle	Leaf River
Schoenholz, Julia	Lee	Scarboro
Smith, Mabel	Winnebago	Rockford
Stanbury, Eva	Ogle	Holcomb
Thompson, Clara	Stephenson	Davis
Webber, Dora	Winnebago	Rockton

Students who have finished less than one year in the

THREE-YEAR COURSE.

Name.	County.	Town.
Adams, Katie	Carroll	Savanna
Agnew, Dorothy	Cook	Oak Park
Althoff, Julia	Stephenson	Rock City
Aurner, Edith	DeKalb	Kingston
Benson, Grace	DeKalb	Kingston
Benson, Carl	DeKalb	DeKalb
Benson, Hazel	DeKalb	DeKalb
Blackman, Fanny	Ogle	Kings
Bryan, Ruth	DeKalb	Sycamore
Burke, Josie	Winnebago	Rockford
Carroll, Clara	Jo Daviess	Stockton
Christgau, Clara	(Minnesota)	Austin
Cleveland, Mae	Ogle	Rochelle
Dean, Revere	Kane	Elburn
Ekanger, Ida Clara	Lee	Steward
Dennis, Mrs. Jessie	DeKalb	Sycamore
Edmondson, Grace	DeKalb	DeKalb
Ege, Ethel	Whiteside	Albany
Eldridge, Mary	Will	Plainfield
Ellis, Lillian	Kane	Elgin
Evans, Pearl	DeKalb	Hinckley
Farmer, Dorothy	DeKalb	DeKalb
Farrell, Ruth	Lake	Gurnee
Grube, Mabel	Jo Daviess	Elizabeth
Griffin, Charlie	DeKalb	DeKalb
Haraldson, Thora	Stephenson	Davis
Hughes, Edith	Lake	Highland Park
Hulmes, Ross	DeKalb	DeKalb
Hunt, Florence	Henry	Kewanee
Jenkins, Celia	Ogle	Monroe Center
Johnson, Genieve	Kane	Aurora
Kelly, Marie	Lake	Waukegan
Lutz, Myron	DeKalb	Waterman
Molidor, Anna	Lake	Ingleside
Myers, Edith	Stephenson	Lena
Pierce, Hazel	Jo Daviess	Stockton
Sawyer, Harrison	DeKalb	Waterman

Name.	County.	Town.
Stanbury, Susan	Ogle	Holcomb
Whitford, Fred	DeKalb	Waterman
Stein, Norma	Will	Joliet
Teeter, Inez	(Iowa)	Marshalltown
Wellander, Jennie	DeKalb	Sycamore
Woodburn, Adelbert	Ogle	Byron

Students who have finished less than two years in the

FOUR-YEAR COURSE.

Name.	County.	Town.
Benson, Minnie	DeKalb	Rollo
Cole, David D.	McHenry	Harvard
Davison, Elsie	DeKalb	Carlton
Lawlor, Genevieve	Will	Manhattan
McCarty, Elsie	Winnebago	Rockford

Students who have finished two years in the

FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Bennett, Myrtle	DeKalb	Waterman
Lawlor, Genevieve	Will	Manhattan

Students who have finished one year in the

FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Baker, Florence	DeKalb	Waterman
Clark, Jessie	DeKalb	Kingston
Ilgen, Bessie	Stephenson	Red Oak
Montgomery, Wayne	DeKalb	Elva
Oppold, Eleanor	Stephenson	Freeport
Tyrrell, Florence	Jo Daviess	Stockton
Unwin, Florence	DeKalb	DeKalb
Vagle, Alice	DeKalb	Sycamore
Walter, Lillian	Kane	S. Elgin
Wichman, Grace	Stephenson	Red Oak
Yeates, Jennie	Kankakee	Kankakee
Ziegler, Iva	DeKalb	Maple Park

Students who have finished less than one year in the

FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Name.	County.	Town.
Beck, Charles	DeKalb	DeKalb
Benson, Mary	DeKalb	Rollo
Bryan, Mary	DeKalb	Sycamore
Carlson, Axel	DeKalb	DeKalb
Deming, Esther	DeKalb	DeKalb
Hilliker, Leslie	DeKalb	DeKalb
Hilliker, Louis	DeKalb	DeKalb
Kiester, Vernon	Stephenson	Kent
Killeen, Edward	McHenry	Harvard

Name.	County.	Town.
Kirchhoff, Charles	Kankakee	Sollitt
Kliber, Ethel	DeKalb	Sycamore
Latimer, Ray	DeKalb	Clare
Lawler, Irene	DeKalb	Clare
Mosher, Gladys	DeKalb	Elva
Rowe, Percy	DeKalb	DeKalb
Sandberg, Charles	Bureau	Princeton
Schmuhl, Ismay	Will	New Lenox
Scholl, Grace	Ogle	Kings
Seeburg, Leo	Kane	South Elgin
Smyth, Josephine	Jo Daviess	Stockton
Stukenberg, Martha	Ogle	Forreston
Switzer, Walter	Carroll	Thomson
Tysdale, Ernest	DeKalb	Lee
Watson, Charles	Kane	Maple Park

Students who have finished less than four years in the

FOUR-YEAR CLASSICAL COURSE.

McMurry, Ruth Emily	DeKalb	DeKalb

Students who have finished three years in the

FOUR-YEAR CLASSICAL COURSE.

Wilson, Lena	DeKalb	Kingston

Students who have finished one year in the

FOUR-YEAR CLASSICAL COURSE.

Jeanblanc, Ivo	Lee	Lee Center

Students who have finished three years in the

FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Darnell, Alice	DeKalb	Sycamore
Hubbard, Clara	DeKalb	DeKalb
Manroe, Hazel	DeKalb	DeKalb
Quinn, Lucy	DeKalb	Malta

Students who have finished less then three years in the

FOUR-YEAR COURSE FOR GRADUATES OF RURAL SCHOOLS.

Eddy, Blanche	Lake	Zion City
Chilain, Marie	Will	Braidwood
Gillis, Alice	DeKalb	Malta
Gleason, Margaret	DeKalb	DeKalb
Heeren, Tillie	Stephenson	German Valley
Hughes, Etta	Jo Daviess	Woodbine
Lucas, Goldie	DeKalb	Clare
Adams, Stella May	Waterman	DeKalb
Albee, Lillian Jane	Chicago	Cook
Allen, Grace Genevieve	DeKalb	DeKalb

Students who attended the summer school June 27 to August 5.

Name.	Town.	County.
Allen, Veronica Eulalia	DeKalb	DeKalb
Anderson, Nina Dorothy	Pecatonica	Winnebago
Anderson, Reta June	Harvey	Cook
Andrew, Aimee Margaret	Chana	Ogle
Andrew, Mabel	Chana	Ogle
Ankeny, Katharine Dorcas	Milledgeville	Carroll
Aska, Nora	Creston	Ogle
Atherton, Marguerite Adelia	Yorkville	Kendall
Atkins, Grace Bulstrode	Wilmette	Cook
Bailey, Leona Loyola	DeKalb	DeKalb
Bailey, Sadie Ray	DeKalb	DeKalb
Baldwin, Genevieve	Genoa	DeKalb
Bardsly, Edna Pearl	Black Earth	(Wisconsin)
Barker, Anna	Belvidere	Boone
Barnard, Sophia Neale	Newark	Kendall
Barr, Gertrude Mary	Zearing	(Iowa)
Barrett, Mira Belle	Chicago	Cook
Bartlett, Luella I.	Marengo	McHenry
Bechstein, Mamie L.	Mokena	Will
Beckwith, Helen M.	Rockefeller	Lake
Behrens, Clara A.	Plano	Kendall
Bell, Dora M.	Kingston	DeKalb
Bender, Lloyd	Kent	Stephenson
Bennett, Myrtle	Waterman	DeKalb
Bickford, Helen Grace	Chicago	Cook
Black, Helen Lucile	Chicago	Cook
Bloomingdale, Allie A.	Shabbona Grove	DeKalb
Bode, Clara A.	Ashton	Lee
Bode, Lena M.	Ashton	Lee
Bolt, Amy H.	Ladd	Bureau
Bottum, Clara A.	Chicago	Cook
Boughton, Janette	Galva	Henry
Bowles, Marjorie W.	DeKalb	DeKalb
Bradley, Katharine R.	Rock City	Stephenson
Bradley, Mary J.	Rock City	Stephenson
Brannen, Nellie May	Sheridan	LaSalle
Brennemann, Elsie	Hennepin	Putnam
Brooks, Mabel H.	Kingston	DeKalb
Brown, Mrs. Ella	Sterling	Whiteside
Brown, Gertie	Creston	Ogle
Brown, Hazel M.	Genoa	DeKalb
Brownell, Ada C.	Woodstock	McHenry
Burke, Alice	E. St. Louis	St. Claire
Burke, Josie W.	Rockford	Winnebago
Burke, Margaret W.	Rockford	Winnebago
Burnside, Agnes G.	Poplar Grove	Boone
Burroughs, Josephine L.	E. St. Louis	St. Clair
Cadman, Ethel M.	Glen Ellyn	DuPage
Campbell, Enid C.	Malta	DeKalb
Campbell, Ida Ruth	Malta	DeKalb
Campbell, Nellie Mae	Galena	Jo Daviess
Cannady, Arah Alice	E. St. Louis	St. Clair

Name.	Town.	County.
Carey, Florence F.	Ringwood	McHenry
Carnahan, Verna L.	Paw Paw	Lee
Carolan, Grace G.	Deerfield	Lake
Carroll, Clara B.	Stockton	Jo Daviess
Carroll, Mamie E.	Stockton	Jo Daviess
Carson, Edna L.	Waterman	DeKalb
Casey, Edna F.	Libertyville	Lake
Cassels, May Olive	Chicago	Cook
Chapman, Elsie M.	Ashton	Ogle
Childs, Wilma F.	Keithsburg	Mercer
Chittenden, Blanche	Gurnee	Lake
Churchill, Estelle L.	Sycamore	DeKalb
Clark, Eva B.	Mendota	LaSalle
Clark, Margaret M.	Dixon	Lee
Clay, Crissie A.	Mt. Carroll	Carroll
Clay, Grace	Troy Grove	LaSalle
Cleveland, Jessie M.	Newark	Kendall
Cleveland, Pearl Agnes	Millburn	Lake
Clinch, Mildred M.	Hampshire	Kane
Coffey, Jennie	Genoa	DeKalb
Condon, Agnes L.	Oswego	Kendall
Conklin, Edna Mae	Roscoe	Winnebago
Cook, Burgstrom Mabel	Elgin	Kane
Cook, Olive Ruth	Sandwich	DeKalb
Corey, Dorothy	DeKalb	DeKalb
Corey, Marion J.	DeKalb	DeKalb
Corkell, Delphine	Chicago	Cook
Corson, Sada	Genoa	DeKalb
Cox, Anna Ethel	Sandwich	DeKalb
Coy, Genevieve L.	Sandwich	DeKalb
Crowder, Mae Grace	Durand	Winnebago
Crowley, Clara B.	Durand	Winnebago
Curtis, Lilla	Marengo	McHenry
Dadds, Mae Anna	DeKalb	DeKalb
Daley, Muriel	DeKalb	DeKalb
Darby, Edith B.	Grays Lake	Lake
Darby, Helen Marie	Tampico	Whiteside
D'Arcy, Myrtle Jennie	Wilmette	Cook
Dart, Augusta S.	Rock Island	Rock Island
Davis, Don	Batavia	Kane
Davis, Harry	Monroe Center	Ogle
Davis, Margaret E.	Sycamore	DeKalb
Davis, Lillian A.	Batavia	Kane
Degan, Ella M.	Shabbona	DeKalb
Desmond, Mae E.	Woodstock	McHenry
Deutsche, Myrtle Rae	Willmette	Cook
Dickens, Deborah Chase	Wyanet	Bureau
Dietmeyer, Florence B.	Waukegan	Lake
Dimmel, Mary	Woodstock	McHenry
Dole, Mildred A.	Earlville	LaSalle
Doolittle, Blanche M.	Grays Lake	Lake
Douglas, Lillian A.	Chemung	McHenry
Downey, Lulu M.	Rock Falls	Whiteside

Name.	Town.	County.
Doyle, Helen M.	Waukegan	Lake
Dreibelbis, Leslie	Orangeville	Stephenson
Duers, Maggie M.	Wauconda	Lake
Duggan, Elizabeth V.	Woodstock	McHenry
Dundon, Josephine Isabel	Rock Falls	Whiteside
Dundore, Mildred H.	Plainfield	Will
Dunn, Marieve M.	Chicago	Cook
Durr, Mary D.	Harmon	Lee
Fells, Clark V.	Winslow	Stephenson
Eliason, Elvie K.	Zion City	Lake
Ellis, Susan Virginia	Hannibal	(Missouri)
Elliston, Gertrude J.	Bureau	Bureau
Ellithorpe, Gertrude	Woodstock	McHenry
Elm, Florence L.	Cambridge	Henry
Engelking, Alice	Mt. Carroll	Carroll
Engelschall, Emma E.	Lisle	DuPage
Eriksen, Julia Louise	Newark	Kendall
Erisman, Edna M.	Sterling	Whiteside
Fager, Mabel M.	Mt. Morris	Ogle
Fannan, James	Pecatonica	Winnebago
Farmer, Mrs. Elizabeth	DeKalb	DeKalb
Fassett, Zoe Alice	Belvidere	Boone
Ferguson, Agnes	Sandwich	DeKalb
Fitzpatrick, Katharine	Seward	Winnebago
Fitzpatrick, Mary	Milan	Rock Island
Flach, Claire J.	Amboy	Lee
Flaherty, Nellie Mary	Peru	LaSalle
Flaherty, Theresa Margaret	Peru	LaSalle
Flannigan, Alice	Aurora	Kane
Foval, Bess B.	Warren	Jo Daviess
Foval, Edna C.	Warren	Jo Daviess
Foval, Maude M.	Warren	Jo Daviess
Francis, Bula G.	Rockford	Winnebago
Frederickson, Cora O.	Cambridge	Henry
Fritz, Lilly	Newark	Kendall
Ford, Lucy	Marseilles	LaSalle
Fulroth, Hattie Grace	Mt. Carroll	Carroll
Gabel, Otto	Shabbona	DeKalb
Gaskil, Blanche G.	Buda	Bureau
Gebhardt, Janette	Harmon	Lee
Gibbons, A. Isabelle	N. Crystal Lake	McHenry
Golden, Mabel	Galena	Jo Daviess
Goodell, Mira	Rock Falls	Whiteside
Goodhart, Adeline M.	Chicago	Cook
Gorham, Emma E.	Kirkland	DeKalb
Gowdy, Helen M.	Lake Bluff	Lake
Graves, Edith F.	Buda	Bureau
Greek, Alice Catherine	DeKalb	DeKalb
Green, Mary L.	Stockton	Jo Daviess
Greenaway, Pearl A.	Sycamore	DeKalb
Greene, Mame A.	Harvard	McHenry
Gropp, Annie	Sycamore	DeKalb
Grube, Luella	Elizabeth	Jo Daviess

Name.	Town.	County.
Gunn, Laura L.	Jacksonville	Morgan
Guthrie, Bertie A.	Annawan	Henry
Hagar, Wilma	Harvard	McHenry
Haish, Verna	Hinckley	DeKalb
Hale, Althea	Orangeville	Stephenson
Hamilton, Ruth E.	Sycamore	DeKalb
Hancock, Elizabeth	Rockford	Winnebago
Hannon, Catherine	Oneida	Knox
Hanson, Anna	Grays Lake	Lake
Harcourt, Katharine	Galena	Jo Daviess
Hardy, Ruth E.	Roscoe	Winnebago
Harris, Banche	Braceville	Grundy
Harris, Iva M.	Oakwood	Marion
Hatch, Caroline E.	Malta	DeKalb
Hatch, Neva Pearl	Plano	Kendall
Hawkinson, Mabel	Rochelle	Ogle
Hazard, Marion	Rock Island	Rock Island
Heely, Sue	E. St. Louis	St. Clair
Heim, Nellie A.	Freeport	Stephenson
Helberg, Emma L.	Elgin	Kane
Herrick, Virginia	Hannibal	(Missouri)
Hight, Mrs. Belle J.	Ladd	Bureau
Hiland, Olena Tomina	Steward	Lee
Hill, Guy	Marquette	Bureau
Hill, Hattie	Neponset	Bureau
Hill, Ruth E.	Yorkville	Kendall
Hoffman, Blandina	Monee	Will
Holtje, Bertha C.	Prairie View	Lake
Horning, Nora Pearl	Lyndon	Whiteside
Hughes, Belle	Antioch	Lake
Hultz, Nora L.	Dixon	Lee
Hunter, Minnie Arleene	Henry	Marshall
Hunter, Zelia	Milledgeville	Carroll
Irving, Belle	Russell	Lake
Irwin, Alice	Chicago	Cook
Jacobs, Nellie M.	Malta	DeKalb
Jacobson, Delia F.	DeKalb	DeKalb
Jardine, Mae E.	Belvidere	Boone
Johnson, Viola Hazel	Port Byron	Rock Island
Johnson, Clara A.	Savanna	Carroll
Johnson, Edith C.	DeKalb	DeKalb
Johnson, Edith J.	Winnebago	Winnebago
Johnson, Esther A.	Wasco	Kane
Johnston, Howard E.	Byron	Ogle
Jones, Alice E.	Sycamore	DeKalb
Jones, Helen A.	Egan	Ogle
Jones, Mary E.	Franklin Grove	Lee
Jordan, Carrie M.	Belvidere	Boone
Kaufmann, Myrtle L.	Freeport	Stephenson
Kane, Katharine I.	Fulton	Whiteside
Keating, Mae	Galena	Jo Daviess
Kehl, Lillie R.	Sandwich	DeKalb
Kelly, Katherine A.	Edgington	Rock Island

Name.	Town.	County.
Keyes, Ethel A.	DeKalb	DeKalb
Kilbourne, Edith M.	Woodstock	McHenry
Kilker, Gertrude L.	Egan	Ogle
Kimball, Emery	DeKalb	DeKalb
Kirk, Mrs. Susie	DeKalb	DeKalb
Kitson, Ethel V.	Barrington	Cook
Kittle, Roy	N. Crystal	McHenry
Kitterman, Marion	Tiskilwa	Bureau
Knetsch, Gladys P.	Paw Paw	Lee
Knoch, Wilhelmina Clara	Naperville	DuPage
Koliwer, Elsie E.	Chicago	Cook
Kuehl, Dora B.	Sycamore	DeKalb
Kutzner, Bessie	Sandwich	DeKalb
Laible, Lavina	Dakotah	Stephenson
Lakin, Hazel Grace	Plano	Kendall
Landwair, Jedd	Rock Falls	Whiteside
Lantzer, Cora May	Freemont	(Michigan)
Larsen, Gladys	DeKalb	DeKalb
LaVigne, Daisy Marie	Champion	(Michigan)
Lawshe, Mrs. Florence V.	Sycamore	DeKalb
Leake, Ethel L.	Dixon	Lee
Leaming, Harriet L.	Highland Park	Lake
Leedham, Mary M.	Lyons	(Iowa)
Lehman, Nellie G.	(Hooppole)	Henry
Lehmann, Alma	Monee	Will
Leonard, Ruth R.	Byron	Ogle
Liljequist, Eugene	Dover	Bureau
Lindberg, Alida	DeKalb	DeKalb
Lines, Minnie P.	Monroe Center	Ogle
Lines, Viola E.	Barrington	Cook
Lintner, Adah G.	Hinckley	DeKalb
Littlejohn, Carl	Cary Station	McHenry
Loftus, Margaret	Aurora	Kane
Long, Katie	Harmon	Lee
Long, Lulu B.	Amboy	Lee
Lord, Elsie	Savanna	Carroll
Love, Alta C.	DeKalb	DeKalb
Love, Ethel L.	Sycamore	DeKalb
Lucas, Bessie	Belvidere	Boone
Lucas, Elizabeth A.	Clare	DeKalb
Lucas, Rose Janet	Clare	DeKalb
Lynn, Herschel V.	Creston	Ogle
Lyons, Alice Agnes	Arlington	Bureau
Lyons, Nellie E.	ElPaso	(Texas)
McCarthy, Mrs. Harriet	Harvey	Cook
McCarty, Anna	Hannibal	(Missouri)
McCarty, Josephine	Hannibal	(Missouri)
McCormick, Agnes	Harmon	Lee
McCormick, Anna	Harmon	Lee
McCoy, Orah	Chicago Heights	Cook
McFadden, Elsie B.	Spring Valley	Bureau
McGee, Harriet E.	Blue Mound	Macon
McGuire, Emma E.	Hahnaman	Whiteside

Name.	Town.	County.
McKenzie, Marion M.	Sterling	Whiteside
McLaughlin, Marna C.	Port Byron	Rock Island
McLean, Katharine I.	Steward	Lee
McMaohn, Nellie G.	Worth	Cook
McMurry, Donald	DeKalb	DeKalb
McMurry, Marjorie	DeKalb	DeKalb
McNeil, Bessie E.	Rock Falls	Whiteside
McNett, Ethel	Woodstock	Henry
Manroe, Hazel	DeKalb	DeKalb
Mareth, Anna Irene	Grays Lake	Lake
Marriett, Harriet E.	Belvidere	Boone
Marshall, Ethel F.	Fulton	Whiteside
Martin, Emma C.	Somonauk	DeKalb
Martin, Mary J.	Somonauk	DeKalb
Martin, Minnie Serena	Alexio	Warren
Mathews, Treva Marie	Chicago	Cook
Meehan, Margaret	Belvidere	Boone
Mercer, Myrtle	Sandwich	DeKalb
Merwin, Ellen J.	Somonauk	DeKalb
Metzler, Rosa L.	Naperville	DuPage
Meyers, Agnes C.	Florence Sta.	Stephenson
Michael, Emma Hortense	Roscoe	Winnebago
Midgley, Alice M.	Elgin	Kane
Mishler, Calvin	Mount Morris	Ogle
Mix, Annette	Bloomington	McLean
Moore, Helen Regena	Chicago	Cook
Morris, Edith	Zion City	Lake
Morris, Elizabeth	Zion City	Lake
Morrissey, Blanche M.	Plainfield	Will
Morton, Mrs. Mary E.	Elgin	Kane
Moses, Florence	Cedarville	Stephenson
Mowat, Jessie C.	Elgin	Kane
Muladore, Nellie	Aurora	Kane
Mullen, Ralph	Woodstock	McHenry
Mundee, Elvira A.	Libertville	Lake
Naber, Alice J.	Pecatonica	Winnebago
Nadelhoffer, Gertrude	Downers Grove	DuPage
Nelson, Alma C.	Spring Valley	Bureau
Nelson, Ollie B.	Marengo	McHenry
Nelson, Virginia O.	DeKalb	DeKalb
Newberry, Florence	DeKalb	DeKalb
Ney, Nora V.	DeKalb	DeKalb
Norris, Beatrice M.	N. Crystal Lake	McHenry
Nuss, Isabel R.	Chicago	Cook
O'Brien, John	Maple Park	Kane
O'Connor, Blanche	Marengo	McHenry
Oderkirk, Nellie G.	Compton	Lee
O'Halloran, Charlotte	Peru	LaSalle
Ohrn, Frances	Osco	Henry
Olmstead, Edith M.	Ottawa	LaSalle
Olsen, Bertha A.	Mendota	LaSalle
Orr, Linnie Ross	Joliet	Will
Osmun, Hazel Isabel	N. Crystal Lake	McHenry
Owens, Kent	Sycamore	DeKalb
Pankhurst, Bess C.	Dixon	Lee

Name.	Town.	County.
Parker, Nellie C.	Harmon	Lee
Parr, Grace A.	Lockport	Will
Parsley, Irene S.	Cary Station	McHenry
Peterson, Cora J.	Cambridge	Henry
Peterson, Hattie	Lily Lake	Kane
Phillips, Cora May	Princeton	Bureau
Philip, Florence	N. Chicago	Lake
Postle, Marjorie L.	DeKalb	DeKalb
Postle, Sara	Aurora	Kane
Pouley, Avis M.	Elburn	Kane
Powell, Hazel A.	Somonauk	DeKalb
Pratt, Donna	DeKalb	DeKalb
Pratt, Frances E.	Waukegan	Lake
Priddy, Laura Hooper	Wilmington	Will
Quaintance, Elsie I.	Sherrard	Mercer
Quick, Carrie M.	Cordova	Rock Island
Quinn, Isabel	Oak Park	Cook
Randall, Maud Olive	Aurora	Kane
Ratliff, Grace B.	Decatur	Macon
Reinhart, Anna	Spring Valley	Bureau
Reynolds, Leolia	Hannibal	(Missouri)
Riedy, Lorene M.	Lisle	DuPage
Rings, Grace	Marseilles	LaSalle
Ritzenthaler, Erma V.	Prairie View	Lake
Ross, Isla Mae	Belvidere	Boone
Ross, Janey M.	Princeton	Bureau
Roth, Bessie M.	Sharon	(Wisconsin)
Ryan, Mary Elizabeth	Sycamore	DeKalb
Schafer, Vera D.	Port Byron	Rock Island
Schermerhorn, Kate V.	Rochelle	Ogle
Schroeppel, Mertie	Mt. Carroll	Carroll
Schultz, Martin	Coleta	Whiteside
Schunder, Magdalen M.	Savanna	Carroll
Seaman, Anna J.	Sycamore	DeKalb
Sergeant, Cassie D.	Kingston	DeKalb
Shager, Alta M.	Sharon	(Wisconsin)
Sheap, Harriet	Franklin Grove	Lee
Shields, Myrena N.	Shannon	Carroll
Shippert, Ada M.	Dixon	Lee
Shone, Anna E.	E. St. Louis	St. Clair
Shreve, Nellie Eunice	Port Byron	Rock Island
Shuck, Beatrice	Hannibal	(Missouri)
Shults, Lenna Emily	Tampico	Whiteside
Silberman, Anna S.	Lake Zurich	Lake
Simonson, Selma	Leland	LaSalle
Smart, Ella D.	Chicago	Cook
Smith, Fannie E.	Round Lake	Lake
Smith, Frank	Rockford	Winnebago
Smith, Winnifred Elzina	Hampton	Rock Island
Smith, Grace P.	Geneva	Kane
Smith, Helen M.	Thomson	Carroll
Speicher, Ethel G.	Lanark	Carroll
Stegmeier, Carolyn	DeKalb	DeKalb
Stemwell, Grace S.	Maywood	Cook
Stephan, Frances E.	Ashton	Lee

Name.	Town.	County.
Stewart, Helen L.	Hinckley	DeKalb
Stoner, Neely	Shannon	Carroll
Stout, J. Alice	Sycamore	DeKalb
Stratton, Mary Mable	Sandwich	DeKalb
Strossman, Marion	Aurora	Kane
Sullivan, Anna M.	Kingston	DeKalb
Sullivan, Teresa E.	Elizabeth	Jo Daviess
Swift, Lola E.	DeKalb	DeKalb
Taylor, Mrs. A.	DeKalb	DeKalb
Taylor, Erma J.	Harlan	Winnebago
Templeton, Lizzie	Dakotah	Stephenson
Thomas, Lucie	Spring Valley	Bureau
Thompson, Alice	Shabbona Grove	DeKalb
Thye, Lilly T.	Chicago	Cook
Tiffany, Deedie	Antioch	Lake
Tiffany, Hazel	Antioch	Lake
Tiffy, Daisy	Clinton	(Missouri)
Tiffy, Ethel B.	Clinton	(Missouri)
Toenjes, Ella A.	Chicago	Cook
Toms, Ella M.	Elizabeth	Jo Daviess
Townley, G. Frank	Morrison	Whiteside
Trader, Lillian G.	Savanna	Carroll
Tragordh, Esther A.	Princeton	Bureau
Trenbreth, Janette M.	Evanston	Cook
Truby, Ethel B.	Sycamore	DeKalb
Tuck, Vera Vida	Beloit	(Wisconsin)
Tuttle, Amber Maria	Barrington	Cook
Tweed, Clara Lillian	DeKalb	DeKalb
Van Bogat, Laura	Harvard	McHenry
Vaughn, Wilbur	Winslow	Stephenson
Vautsmier, Lydia	Lena	Stephenson
Wagner, Nellie Amanda	McConnell	Stephen
Wales, Alma	Winslow	Stephenson
Wall, Helen	Waukegan	Lake
Walthers, Clarence Carl	Port Byron	Rock Island
Walter, Margaret	Sycamore	DeKalb
Warner, Mrs. Lena	Hinckley	DeKalb
Webb, Marion	Elburn	Kane
Weeden, Ruth	Sycamore	DeKalb
Welch, Florence	McHenry	McHenry
Westmorland, Murella	So. Wilmington	Grundy
Whitford, Fred	Waterman	DeKalb
White, Martha	Woodstock	McHenry
Whitten, Mrs. Jessie	DeKalb	DeKalb
Wichl, Louise A.	Chicago Heights	Cook
Wiggin, Anna M.	Plano	Kendall
Willey, Lilly	DeKalb	DeKalb
Williams, Charlotte	Chicago	Cook
Williamson, Lucile	Hannibal	(Missouri)
Willoughby, Leila E.	Rockford	Winnebago
Wilson, Albert	Chicago	Cook
Wilson, Lena	Kingston	DeKalb
Wing, Orion	Capron	Boone
Winn, Lora	Triumph	LaSalle
Wiswall, Hazel	DeKalb	DeKalb

Name.	Town.	County.
Wixom, Clara	Spring Valley	Bureau
Wolfram, Alma	Capron	Boone
Wood, Lida	Albany	Whiteside
Wright, Madge	DeKalb	DeKalb
Wurtz, Mary	Joliet	Will
Wyman, Edith	Chicago	Cook
Yarrington, Blanche	Princton	Bureau
Yarrington, Stella	Princton	Bureau
Yates, Mabel	Belvidere	Boone
Young, Isabel	Streator	LaSalle
Young, Vinnie	Granville	Putnam

SUMMARY OF ATTENDANCE.

Specials	19	
Seniors	93	
Two-Year Course	113	
Three-Year Course	93	
Four-Year Course	57	
Summer Term	443	
Total		818
Names counted twice		53
Total		765

TRAINING SCHOOL.

In Normal Building.

First Grade	17	
Second Grade	18	
Third Grade	16	
Fourth Grade	19	
Fifth Grade	23	
Sixth Grade	24	
Seventh Grade	32	
Eighth Grade	18	167

In Glidden School.

First Grade	103	
Second Grade	44	
Third Grade	28	
Fourth Grade	37	
Fifth Grade	37	
Sixth Grade	32	
Seventh Grade	28	
Eighth Grade	31	340
Total in Training School		507
Total		1272

COUNTIES REPRESENTED.—36.

Boone	Knox	Putnam
Bureau	Lake	Rock Island
Carroll	LaSalle	St. Clair
Cook	Lee	Stephenson
DeKalb	McHenry	Warren
DuPage	McLean	Will
Ford	Macon	Whiteside
Grundy	Madison	Winnebago
Henry	Marion	(Iowa)
Jersey	Marshall	(Michigan)
Jo Daviess	Mercer	(Minnesota)
Kane	Morgan	(Missouri)
Kankakee	Ogle	(Wisconsin)
Kendall	Perry	(Texas)

ALUMNI REGISTER

Class of 1900.

1, Bertram, Jennie Campbell, Idaho Falls, Idaho. 5 years.
2, Bush, Minnie M., Huntington, Ind. 8 years.
3. Chamberlin, Linnie (Mrs. M. F. Howells), Erie, Ill. 4 years.
4. Clark, Samuel C., Department of Agriculture, Washington, D. C., 10 years.
5. Flentje, Lewis E., Amboy, Ill. 3 years.
6. Gallagher, Margaret A., Evanston, Ill. 10 years.
7. Hamel, Cecelia, Evanston, Ill. 10 years.
8. Hamm, Eva Grace. Died in Sterling, Ill., Nov. 17, '06. 5 years.
9. Hausen, Minnie Adella, Wm. Penn Nixon School, Chicago. 10 years.
10. Johnston, J. Winnifred, Student University of Wis. 4 years.
11. McCrea, Ida H., Creston, Ill. 7 years.
12. Martin, Lida C., Decatur, Ill. 10 years.
13. Mitchell, Elizabeth J. H. (Mrs. S. N. Rinde) Grafton, N. D. 7 years.
14. Mize, A. Roy, Scio, Oregon. 8 years.
15. Patten, Mary L. (Mrs. M. D. Shipman), DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R., Joliet, Ill. 6½ years.

Class of 1901.

17. Baker, Lou, (Mrs. D. L. Woodruff), Hamilton, Montana. 6 years.
18. Banks, Eleanor H., Morse School, Chicago, Ill. 9 years.
19. Bennett, Frank L., Supt. Public Schools, Franklin Grove, Ill. 8 years.
20. Beverly, Rhoda M., Aurora, Ill. 9 years.
21. Brock, Agnes C., Batavia, Ill. 8 years.
22. Carpenter, Bertha E., (Mrs. Campbell) Tucson, Arizona. 7 years.
23. Cornell, Edward M., Roswell, New Mexico. 5 years.
24. Crosby, Alice., Kewanee, Ill. 8 years.
25. Daehler, Marie E., Mount Carroll, Ill. 10 years.
26. DeYoung, Richard G., Curtis School, Chicago. 9 years.
27. Doolittle, Eleanor A., Aurora, Ill., 8 years.

28. Duffey, Margaret L., died in DeKalb, Ill., Nov. 26, 1906;2 years.
29. Dunning, Jessie (Mrs. P. W. Dykema), 541 W. 124th St. New York City.
30. Ekdahl, Nellie, Lanark, Illinois. 9 years.
31. Ferris, Birdie X. (Mrs. E. M. Frye), Rock Falls, Ill. 3 years.
32. Gagin, Mary I. (Mrs. W. E. McCormick), Rock Falls, Ill. 6⅓ years.
33. Gilpatrick, Mabel E., Chicago, 1534 Dearborn Avenue. 9 years.
34. Greenough, Charles W., Grangeville, Idaho. 8 years.
35. Hamm, Mary Helen, Dayton, Ohio. 8 years.
36. Hatch, Hattie E., Hibbing, Minnesota. 8 years.
37. Hatch, Rose L. (Mrs. H. H. Hunt), Doty, Washington. 2 years.
38. Hennings, Stella A., Dundee, Ill. 5 years.
39. Herndon, Lena, Springfield, Illinois. 4 years.
40. Huber, Crescenta, Jirka School, Chicago. 9 years.
41. Jordan, Estella (Mrs. F. L. Bennett), Franklin Grove, Ill. 2 years.
42. Lascelles, Ida B., Evanston, Ill. 9 years.
43. Lee, Eva Grace, Fort Collins, Colorado. 7 years.
44. Lloyd, William R., Oak Park, Ill. 1 year.
45. Lowman, Charles E., Prin. Pub. Schools, Forreston, Ill. 9 years.
46. MacMillan, Helen (Mrs. W. H. Allyn), Waverly, Ill. 5 years.
47. McBride, Charlotte M. (Mrs. D. E. Russell), Rockefeller, Ill., 7 years.
48. Meyer, Julia E., Marquette School, Chicago, Ill. 9 years.
49. Murtfeldt, Minnie A., Rockford, Ill. 9 years.
50. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
51. Nelson, Sena C., Berthold, North Dakota. 7 years.
52. Obye, Katharine H., Galena, Ill. 8 years.
53. Patten, Elizabeth N. (Mrs. C. F. Toenniges), DeKalb, Ill. 1 year.
54. Phalen, Irene A. (Mrs. J. J. Cooney), Woodstock, Ill. 5 years.
55. Phillips, Eugene M., Freeport, Ill. 6 years.
56. Poust, Roy Merton, Prin. High School, Milton, S. D. 8 years.
57. Ragland, Lewis W., Supt. City Schools, Griggsville, Ill. 7 years.
58. Scott, Clara L. (Mrs. F. Berger), Seattle, Wash. 5 years.
59. Smith, Mary M. (Mrs. C. E. Lowman), Forreston, Ill. 2 years.
60. Spence, Olive A. (Mrs. J. W. Carrin), Evanston, Ill. 4 years.
61. Taylor, Elizabeth, Tacoma, Washington. 9 years.
62. Walter, Cora V., Elgin, Ill. 3 years.
63. Watson, Edith M., Elburn, Ill. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
65. Wright, Ivy S., Aurora, Ill. 9 years.

Class of 1902.

66. Adams, Mildred (Mrs. Frank Robinson), Oregon, Ill. 2 years.
67. Bayley, Mary A. (Mrs. Fim Murra), Botson, Mass. 1 year.
68. Bodenschatz, Emily C., Elgin, Ill. 8 years.
69. Boehringer, Cora L., supervisor Training Dept. State Normal School, Springfield, Mo. 8 years.
70. Brandt, Grace M., Metropolitan Business College, Chicago. 7 years.
71. Bratton, Maude E., Kankakee, Ill. 6 years.
72. Brundage, Kate A., Seattle, Wash. 8 years.
73. Burns, Gertrude M. (Mrs. Clarence Howard), Portland, Ore. 6 years.
74. Cool, Mary F., Butte, Montana. 5 years.
75. Dunbar, Pearl A., Elgin, Ill. 8 years.
76. Eades, Jessica M. (Mrs. David Marshall), Irving Park, Ill. 1 year.

77. Farr, Elsie F. (Mrs. David Madden), Rockford, Ill. 4 years.
78. Ferguson, Clarence H. 5 years.
79. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 7 years.
80. Frederick, James Ivan, died in Chicago, January 10, 1908. 5½ years.
81. Garretson, Mary V. (Mrs. H. H. Vent), DeKalb, Ill. 4 years.
82. Garrity, Anna J. (Mrs. S. A. Crowley), Ottumwa, Iowa. 5 years
83. Goodyear, Bertha D., Aberdeen, S. D. 7 years.
84. Gregory, Lottie B., Rockford, Ill. 8 years.
85. Griffith, Katherine M., Ashton, Ill. 2 years.
86. Gruenwald, Emma D., Prin. High School, Rock Falls, Ill. 8 years.
87. Hayes, Lenora B., Maywood, Ill. 8 years.
88. Hugett, Hattie V., Aurora, Ill. 6 years.
89. Kays, Victor C., Wetumpka, Alabama. 3 years.
90. Lenehan, Carolyn, Manteno, Ill. 6 years.
91. Lilley, Marion (Mrs. E. L. Woodward), Aurora, Ill. 4 years.
92. Lyons, Elizabeth E., Aurora, Ill. 8 years.
93. Lyons, Louise G. (Mrs. Roche), Hampshire, Ill. 3 years.
94. Madden, David G., Rockford, Ill. 2 years.
95. Malone, Edward P., DeKalb, Ill.
96. Mitchell, Julia B., Fuller School, Chicago. 8 years.
97. Moffett, William R., Los Angeles, Cal. 1 year.
98. Ness, Henry, Asst. Zoological Laboratory, Ames, Iowa. 4 years.
99. Nichols, Edgar F., Supt. Public Schools, Delavan, Ill. 8 years.
100. Nilson, Elsie U. (Mrs. H. J. Bessesen), Harvey, N. D. 4 years.
101. Phibrook, Mrs. Maud S., Bisbee, Arizona. 2½ years.
102. Phillips, Ethel M., Harvard School for Boys, Chicago. 8 years.
103. Porcheur, Eugene F., Ottawa, Ill. 7 years.
104. Pratt, Ada A., Elgin, Ill. 5 years.
105. Rady, Agnes T., Blue Island, Illinois. 2 years.
106. Reed, Edna B. (Mrs. Hoffman), Moline, Ill. 8 years.
107. Rice, Ethel V., Moseley School, Chicago, Ill. 8 years.
108. Richardson, Miriam D. (Mrs. J. D. Taplin), Belvidere, Ill. 3 years.
109. Robinson, Agnes G., Spry School, Chicago, Ill. 8 years.
110. Rowley, Edith, Quincy, Ill. 8 years.
111. Rowley, Lizzie W., Quincy, Ill. 8 years.
112. Sanford, Lewis R., Sycamore, Ill. 4 years.
113. Shields, Dorothy (Mrs. L. E. Patt), Aurora, Ill. 3 years.
114. Smith, Eda V. (Mrs. Pundt), Carpentersville, Ill. 4 years.
115. Sovereign, Edith P., Rockford, Ill. 8 years.
116. Starin, Mabel M., Libby School, Chicago, Ill. 8 years.
117. Stiles, Mabel B. (Mrs. F. W. Castle), Elgin, Ill. 4 years.
118 *Stuart, Alta D., DeKalb, Ill. 8 years.
119. Wagner, Lillian E., Morgan Park, Ill. 8 years.
120. Williams, Bertha M., Sterling, Ill. 8 years.
121. Woodman, Edith (Mrs. W. G. Bliss), Maywood, Ill. 7 years.
122. Zilligen, Mamie, Harvey, Ill. 6 years.

*Received Diploma for Four-Year Course also, June 20, 1907.

Class of 1903.

123. Ackert, James E., University of Illinois. 4 years.
124. Baird, Grace J., Urbana, Ill. 5 years.
125. Benedict, Mrs. Cora T., teacher N.I.S.N.S., DeKalb, Ill. 6 years.
126. Brainerd, Ethelyn (Mrs. C. C. Perkins), Pueblo, Colo. 3 years.

127. Clifford, Jean M., Elgin, Ill. 3 years.
128. Coburn, Golda (Mrs. George J. Downing), Dixon, Ill. 6 years.
129. Cody, Mary E., Aurora, Ill. 7 years.
130. Crapser, Jessamine, Evanston, Ill. 7 years.
131. Cunniff, Emma C., Glen Ellyn, Ill. 7 years.
132. Dore, Catherine M., McCormick School, Chicago, Ill. 7 years.
133. Dowdall, Leonora E., DeKalb, Ill. 7 years.
134. Elliott, Anna Gertrude, Irving School, Chicago, Ill. 7 years.
135. Etling, Emma (Mrs. Dennison), Grand Rapids, Mich. 4 years.
136. Garretson, Alice I., Evanston, Ill. 6 years.
137. Glover, Bertha R., Ottawa, Ill. 7 years.
138. Goble, Viola S. (Mrs. A. Rosette), Minneapolis, Minn. 3 years.
139. Greenlee, Margaret, Argyle, Ill. 7 years.
140. Grimes, Effie M., Batavia, Ill. 7 years.
141. Gross, Lena (Mrs. C. J. Cody), Clearwater, Kan. 5 years.
142. Grove, Gertrude (Mrs. Fred H. Brundage), Milwaukee, Wis. 6 years.
143. Hausen, Henry W., Monroe School, Chicago. 7 years.
144. Hayes, Mrs. Katharine T., Melrose Park, Ill. 3 years.
145. Heald, Anna M. (Mrs. E. M. McDowell), Marseilles, Ill. 3 years.
146. Heuman, Edith E., Elgin, Ill. 7 years.
147. Hogan, Loretta A., Seneca, Ill. 7 years.
148. Isaacson, Hulda C. (Mrs. David Teeple), Crivitz, Wis. 6 years.
149. Johnson, Mattie B., DeKalb, Ill. Died in DeKalb June 7, 1910. 4 years.
150. Keeler, Fred C., Peoria, Ill. 3 years.
151. Kiehle, Shirley, Evanston, Ill. 7 years.
152. Kruse, Anna C. (Mrs. G. J. Ball), Chicago, Ill. 6 years.
153. Leach, Bessie E., Elgin, Ill. 7 years.
154. Lucas, Paul Jackson. Died in Longmont, Colo., March 31, 1907. 3 years.
155. McLean, Addie L., Critic Teacher N.I.S.N.S., DeKalb, Ill. 7 years.
156. Mallin, Winnifred L., Chicago, Ill. 7 years.
157. Marshall, Jeannie M., Elgin, Ill. 7 years.
158. Murra, Fim, Sec'y Sunday School Missions, Boston, Mass. 4 years.
159. O'Hare, Sadie M., Seneca, Ill. 7 years.
160. Paulson, Charlotte, Supervisor of Music, Oneonta Normal School, N. Y. 7 years.
161. Paulson, Lillian, VonHumboldt School, Chicago, Ill. 7 years.
162. Pohl, Minnie H., Hayward, Cal. 6 years.
163. Pratt, Florence M., Weaverville, N. C. 2 years.
164. Puffer, Hal E., Buffalo, N. Y. 3 years.
165. Robbie, Mary S. (Mrs. F. T. Perrin), Aurora, Ill. 5 years.
166. Spring, Nellie, Evanston, Ill. 7 years.
167. Stanton, Martha C., Batavia, Ill. 4 years.
168. Stetzler, Lloyd L., Prin. Public Schools, Hibbing, Minn. 4 years.
169. Talmadge, Alice (Mrs. I. W. Ware), died in Oregon, Ill., August 9, 1907. 2 years.
170. Tazewell, Edna M., DeKalb, Ill. 7 years.
171. Thornton, Bessie A., Rockford, Ill. 7 years.
172. Van Epps, Ida M., student at Art Institute, Chicago. 6 years.
173. Wheaton, Elsie M. (Mrs. Mies), Saunemin, Ill. 5 years.
174. Wilson, Abbie J. (Mrs. T. Gunning), St. Charles, Ill. 3 years.
175. Wilson, Mary M., Lake Forest, Ill. 7 years.
176. Winne, Mrs. Mattie K., Rogers School, Chicago, Ill. 7 years.

Class of 1904.

177. Adams, Nida M., Sterling, Ill. 5 years.
178. Alley, Mary, student University of Chicago. 5 years.
179. Alsterlund, Mabel A., Moline, Ill. 6 years.
180. Althouse, Homer D., Oregon, Ill. 3 years.
181. Baie, Tillie C., DeKalb, Ill. 6 years.
182. Banker, Grace L., Aurora, Ill. 6 years.
183. Baidmas, Dora Alice (Mrs. Ayers), Bonner's Ferry, Idaho. 6 years.
184. Barnsback, Birdie, St. Louis, Mo. 5 years.
185. Barradell, Albert E., Prin. High School, Payette, Idaho. 5 years.
186. Brant, Mary K., Otis School, Chicago, Ill. 6 years.
187. Brown, Mrs. Clara Ella, Waterloo, Ill. 6 years.
188. Bryant, Ethel F. (Mrs. E. J. Myers), Durango, Colo. 3 years.
189. Carolus, Edith M. (Mrs. J. G. Dieterle), Sterling, Ill. 2 years.
190. Coultas, Ethel M. (Mrs. O. G. Pike), Silvis, Ill. 2 years.
191. Cusator, Mary E., Cleveland, N. D. 5 years.
192. Davis, Alice Louise, St. Charles, Ill. 5 years.
193. Dawson, Dorothy J., Aurora, Ill. 6 years.
194. Dearborn, Lydia W., Mass, Mich. 4 years.
195. Ely, Ruth Torrey (Mrs. J. E. Berquist), Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 6 years.
197. Fuller, Mary E., Whittier, Cal. 4½ years.
198. Gibbs, Mildred (Mrs. I J. Farrell), DeKalb, Ill. 1 year.
199. Gilpatrick, Emily L., Danville, Ill. 6 years.
200. Green, Alice E. (Mrs. Clifford Earle), St. Paul, Minn. 4 years.
201. Hendricks, Anna, Foster School, Chicago. 6 years.
202. Henning, Isabel V., Plano, Ill. 6 years.
203. Kelley, Katherine, St. Charles, Ill. 6 years.
204. Kingsbury, Mrs. Stella E., Tacoma, Wash. 5 years.
205. Kitson, Ethel V. A., Winnetka, Ill. 5 years.
206. Koehler, Elsie I., Rock Island, Ill. 6 years.
207. Langworthy, L. R., Superintendent, Kemmerer, Wyo. 5 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 4 years.
207. Langworthy, L. R., Kemmerer, Wyoming. 5 years.
208. Lotz, Cora S. (Mrs. L. F. Palmer), Aurora, Ill. 4 years.
209. McCleary, Lepha G., Chadwick, Ill. 4 years.
210. McEwan, Frances R., Woodstock, Ill. 6 years.
211. McLean, Sarah, Streator, Ill. 5 years.
212. Mann, Jessie R., Laboratory Assistant N.I.S.N.S., DeKalb. 4 years.
213. Mason, Anna E., Tombstone, Arizona. 6 years.
214. Mitchell, Maude E. (Mrs. C. F. Otis), E. St. Louis, Mo. 5 years.
215. Nichols, Marvin, Asst. in Science, Mankato Normal School. 4 years.
216. Nicholson, Marguerite M., Brown School, Chicago. 5 years.
217. Patchin, Ethel M. (Mrs. L. E. Wolcott), Batavia, Ill. 1 year.
218. Peebles, Edith A., Waukegan, Ill. 6 years.
219. Pepper, Homer W., Ottawa, Ill. 5 years.
220. Peterson, Mary E. (Mrs. I. A. Wetzell), Sycamore, Ill. 5 years.
221. Plummer, Ruth, Redland, Florida. 5 years.
222. Redcker, Ella A., Elgin, Ill. 4 years.
223. Richardson, Alice M., Elgin, Ill. 6 years.
224. Ritzman, Floyd R., Prin. Pub. Schools, Buda, Ill. 6 years.
225. Robson, Julia L., Jones School, Chicago, Ill. 6 years.
226. Roth, Lillian M., Rock Island, Ill. 6 years.

227. Rovelstad, Gudrun, Elgin, Ill. 5 years.
228. Scott, Maude E., Hedges School, Chicago, Ill. 6 years.
229. Selliken, Manda, Bismarck School, Chicago, Ill. 6 years.
230. Smith, Clara B. (Mrs. Joseph Philbrick), Brooklyn, N. Y. 6 years.
231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 6 years.
232. Talbot, Mary H. (Mrs. H. J. Mitchell), Joliet, Ill. 5 years.
233. Tazewell, Zada Z., Elgin, Ill. 4 years.
234. Tearney, Orville A., director of Manual Training, Galveston, Texas. 6 years.
235. Troxell, Eleanor, Chicago Heights, Ill. 6 years.
236. Vatter, Rose A., Wadsworth School, Chicago. 6 years.
237. Wahl, Lydia Ann. Died in Beloit, Wis., Nov. 4, 1906. 2 years.
238. Ward, Lulu G. (Mrs. Carl Miller), Austin, Ill. 5 years.
239. Wetzell, Emma E., Elgin, Ill. 6 years.
240. Wiltse, John C., Cortland, Ill. 1 year.
241. Zimmer, Genevieve F., Moline, Ill. 6 years.
242. Zoller, Florence E. (Mrs. Ed. Duncan), DeKalb, Ill. 3 years.

Class of 1905.

243. Baker, Carolyn V., Santa Cruz, Cal. 5 years.
244. Baker, Evelyn D. (Mrs. C. J. Whiting), Gilroy, Cal. 4 years.
245. Barr, Gertrude P., Joliet, Ill. 5 years.
246. Calloway, Ezra S., Fruita, Colo. 4 years.
247. Carmichael, Edith C. (Mrs. Morris Markham), St. Louis, Mo.
248. Cary, Charlotte L., Seattle, Wash. 5 years.
249. Cookfield, Mabel, Aurora, Ill. 4 years.
250. Conley, Chas. C., Prin. Public Schools, Salina, Utah. 5 years.
251. Dart, Augusta S., Rock Island, Ill. 5 years.
252. Dewey, Mabel J., assistant in English N.I.S.N.S., DeKalb. 3 years.
253. Donovan, Mabel W., Elgin, Ill. 4 years.
254. Dunn, Elizabeth M., Tacoma, Wash. 5 years.
255. Du Von, Mabel T., Chicago Heights, Ill. 5 years.
256. Elliot, Mary, Seattle, Wash. 5 years.
257. Farr, Alvin I., Des Moines, Iowa. 3 years.
258. Grimwood, Ada J., Avondale School, Chicago, Ill. 5 years.
259. Haight, Irene G., Evanston, Ill. 5 years.
260. Hartwell, Julia M., student University of Wisconsin, Madison, Wis. 4 years.
261. Harvey, Edith M., Lake Forest, Ill. 5 years.
262. Higinbotham, Helen, Elgin, Ill. 5 years.
263. Hurley, Coila Pearl, St. Charles, Ill. 5 years.
264. James, Nellie (Mrs. H. F. Schell), Yorkville, Ill. 5 years.
265. Johnson, Lillie A., Batavia, Ill. 4 years.
266. Jordan, DeEtta J., Aberdeen, S. D. 5 years.
267. King, Lora G., DeKalb, Ill. 3 years.
268. McChesney, Caroline R., Myra Bradwell School, Chicago. 4 years.
269. Mercer, Irene, Columbus, Wis. 3 years.
270. Montgomery, Grace A. (Mrs. C. C. McCune), Polk, Neb. 2 years.
271. Mull, Cora E., Ray School, Chicago. 5 years.
272. Nashold, Fred W. 1 year.
273. Nelson, Annie, Irving Park School, Chicago. 5 years.
274. Nelson, Flora G. (Mrs. J. A. Clyne), Maple Park, Ill. 2 years.

275. Partridge, Charlotte R., Oak Park, Ill. 5 years.
276. Partridge, Eleanor O. (Mrs. A. J. Harris), Oak Park. 3½ years.
277. Patten, Sarah Elizabeth, Edmond, Okla. 3 years.
278. Rahn, Mrs. Alida, Hammond School, Chicago. 5 years.
279. Reed, Myrtle A. (Mrs. Fred Goble), Calipan, Mindora, P. I.
280. Reichardt, John H., Grand Haven, Mich. 3 years.
281. Rowley, Bess, Elizabeth, Ill. 5 years.
282. Samter, Gertrude (Mrs. C. F. Lewis), Marengo, Ill. 3 years.
283. Shea, John F. E. Dimmick, Ill. 3 years.
284. Skiles, James Roy, student University of Illinois. 4 years.
285. Truax, Allison E., Chadwick, Ill. 5 years.
286. Turner, Edith C., Flagstaff, Arizona. 3 years.
287. Way, Flora, Harvey, Ill. 5 years.
288. West, Dorothy R., Chicago Heights, Ill. 5 years.
289. Wilson, Mae E. (Mrs. J. A. Meeker), New York City. 2½ years.
290. Zellar, Vera P. (Mrs. W. H. Parker), Chicago. 1 year.

Class of 1906.

291. Anderson, Hilma A., Moline, Ill. 4 years.
292. Andrews, Sybil E., Woodstock, Ill. 3 years.
293. Austin, Catherine J., Woodstock, Ill.
294. Austin, Vida A., student University of Illinois. 1 year.
295. Bragg, Edna O., Chicago Heights, Ill. 3 years.
296. Brenneman, Erna M., Hennepin, Ill. 3 years.
297. Broderick, Mary F., Chicago, Ill. 4 years.
298. Byers, Grace I. (Mrs. F. S. Hadfield), Cincinnati, O. 1 year.
299. Challand, Grace, student University of Illinois. 2 years.
300. Chase, Eleanor D., Rockford, Ill. 4 years.
301. Cooley, Anna, Des Plaines, Ill. 3 years.
302. Davison, Roxalena, Chicago Heights, Ill. 3½ years.
303. Devine, Laura Gedge (Mrs. P. A. Singer), Chicago, Ill. 3 years.
304. Diefenthaler, Susie, Freeport, Ill. 4 years.
305. Dobbin, Anna M. Luther, Montana. 4 years.
306. Eck, John W., student University of Illinois. 3 years.
307. Edwards, Gertrude, Peru, Ill. 4 years.
308. Erb, Mabel A., Waukegan, Ill. 4 years.
309. Erwin, Emma, Chicago Heights, Ill. 4 years.
310. Fellows, Abbie M., Oswego, Ill. 4 years.
311. Finkenbinder, Walter, Prin. Pub. School, Port Byron, Ill. 3 years.
312. Glidden, Josephine F., DeKalb, Ill. 4 years.
313. Hanrahan, Alice K. student University of Wisconsin. 2 years.
314. Hayward, Olive M., Janesville, Wis. 3 years.
315. Heine, Anna M., Tacoma, Wash. 4 years.
316. Hesselbaum, Caroline, Princeton, Ill. 4 years.
317. Kays, Donald J., Magnolia, Ill. 3 years.
318. Kemp, Elizabeth M., Lake Forest, Ill. 4 years.
319. Kleckner, Bertha D., student University of Wisconsin. 2 years.
320. Kochsmeier, Meta E., E. Freeport, Ill. 4 years.
321. Lewis, Julia (Mrs. W. G. Fraser), Lowell, Arizona. 1 year.
322. McDole, Ada C. (Mrs. C. W. Manning), Lombard, Ill. 4 years.
323. McQueen, Virginia, student Northwestern University. 2 years.
324. Meese, Lillian G., Moline, Ill. 3 years.
325. Morse, Maude B. (Mrs. George Sawyer, Oasis, Neb. 3 years.

326. Muzzey, Bertha M. (Mrs. Lawrence Morrison), DeKalb, Ill. 1 year.
327. Nelson, Lucile A., Decatur, Ill. 4 years.
328. Newton, Clara B., Elgin, Ill. 4 years.
329. Noel, Corinna, Cherry Valley, Ill. 4 years.
330. Overholser, Vinnie, Chicago Heights, Ill. 4 years.
331. Parker, Cecile M., Bensenville, Ill. 1½ years.
332. Perry, L. Day, Supervisor Manual Training, Joliet, Ill. 4 years.
333. Peterson, Alma G., DeKalb, Ill. 4 years.
334. Phillips, Edith M., Elgin, Ill. 4 years.
335. Quinlan, Katharine, Tacoma, Wash. 4 years.
336. Rodger, Mary J., Gardner, Ill. 3 years.
337. Rosencrans, Mae (Mrs. Griffith Humphrey), Chicago, Ill. 2 years.
338. Runner, Edna M., Seattle, Wash. 4 years.
339. Schell, Harmon F., Prin. Public Schools, Yorkville, Ill. 4 years.
340. Schneider, Emma D. (Mrs. A. Pecks), Chicago, Ill. 3 years.
341. Senneff, Bertha A., Rock Falls, Ill. 4 years.
342. Sherwood, Golda F., DeKalb, Ill. 4 years.
343. Spoor, Gertrude J., Chicago, Ill. 4 years.
344. Swift, Olive, DeKalb, Ill. 2½ years.
345. Tanner, Florence M., student University of Illinois. 2 years.
346. Townley, Carrie E., Elizabeth, N. J. 4 years.
347. Vanderveer, Hazel W., Elgin, Ill. 4 years.
348. Vial, Sarah A., student University of Illinois. 3 years.
349. Walker, Joseph R., Prin. Public Schools, Ohio, Ill. 4 years.
350. White, Grace, Hinckley, Ill. 3 years.
351. Wichman, Hannah L., Lead, S. D. 4 years.
352. Wiswall, Hazel A., student Oberlin College.
353. Wiswall, Vera M., student Oberlin College.
354. Worthington, Ethel, River Forest, Ill. 4 years.
355. Wright, Clark G., Prin. Pub. Schools, Lombard, Ill. 4 years.

Class of 1907.

356. Brennan, Lucie A., Chicago, Ill. 3 years.
357. Briggs Elda Getrude, Franklin, Neb. 3 years.
358. Bryant, Emma F. (Mrs. D. M. Swarthout), Oxford, Ohio. 1 year.
359. Carbonell, Marianao, San Fernando, P. I. 3 years.
360. Carpenter, Helen F., critic Normal School, Bloomsburg, Pa. 3 years.
361. Chamberlain, Maude E., Crow Creek Agency, S. D. 2 years.
362. Cole, Francis W., prin. Public Schools, Naperville. 3 years.
363. Connell, I. Fern, Waukegan, Ill. 3 years.
364. Cornell, William S., Asst. in Manual Training, Joliet, Ill. 2 years.
365. Crumb, Frances, Rockford, Ill. 3 years.
366. Dean, Dolly I., Princeton, Ill. 2 years.
367. Drury, Aldana A., Park Ridge, Ill. 3 years.
368. Evans, Lewellen Hunt, Waukegan, Ill. 3 years.
369. Fay, Bertha Harmon, Sterling, Ill. 3 years.
370. Freeland, Viola, Thatcher, Arizona. 3 years.
371. Gale, Alberta, Freeport, Ill. 3 years.
372. Grube, Anna L., Detroit, Mich.
373. Hammond, Jane B., DeKalb, Ill. 3 years.
374. Hayford, Mildred, Waukesha, Wis. 3 years.
375. Hiland, Ada A. (Mrs. J. G. Marshall), DeKalb, Ill. 2 years.
376. Horan, Sallie, DeKalb, Ill. 3 years.

377. Johnson, Grace V., Moline, Ill. 3 years.
378. Klamser, Elsie M., Aurora, Ill. 3 years.
379. Lane, Gilberttena, Thatcher, Ariz. 3 years.
380. Lunde, Hattie J., Kankakee, Ill. 3 years.
381. Lundgrin, Effie, Elgin, Ill. 3 years.
382. McAllister, Josephine, Seattle, Wash. 3 years.
383. McNerney, Winifred, Elgin, Ill. 3 years.
384. Mallin, Maud, Evanston, Ill. 3 years.
385. Miller, Emily E., Waukegan, Ill. 2 years.
386. Mitchell, Ethelyn, Elgin, Ill. 3 years.
387. Morris, Mylitta, Chicago Heights, Ill. 3 years.
388. Nera, Antonio, Manila, P. I. 3 years.
388. Newcomer, Edna, Elgin, Ill.
390. Nilson, Minnie A. Sycamore, Ill. 3 years.
391. Obye, Harriet, Galena, Ill. 3 years.
392. Olsen, Mabel E., Elgin, Ill.
393. Peterson, Emma W., Wauhoo, Neb. 3 years.
394. Ramirez, Gregorio, Bulacan, P. I. 3 years.
395. Richardson, Ivy A., Maywood, Ill. 3 years.
396. Rodger, Sarah M., Gardner, Ill. 2½ years.
397. Ross, Hilma L. DeKalb, Ill. 3 years.
398. Sagle, A. Mae, Sterling, Ill. 3 years.
399. Sarbaugh, Edith E., Oak Park, Ill. 3 years.
400. Saxton, Ruth, Belvidere, Ill. 3 years.
401. Schnebly, Jennie, critic State Normal School, Valley City, N. D. 3 years.
402 Shoger, Mary C., Aurora, Ill. 3 years.
403. Sholes, Ruth W., Sioux City, Iowa. 2½ years.
404. Slater, Berdella, Waukegan, Ill. 3 years.
405. Smith, Grace P., Geneva, Ill. 2 years.
406. Starring, Adaline, Oak Park, Ill. 3 years.
407. Stephens, Bessie E., Sycamore, Ill. 3 years.
408. Stevenson, Genevieve, St. Charles. 3 years.
409. Stockley, Esther Lucile, Sandwich, Ill. 3 years.
410. Swarthout, Alice M., Cadillac, Mich. 3 years.
411. Thomson, Martha, Laurium, Mich. 3 years.
412. Uthoff, Mary L., Princeton, Ill. 2 years.
413. Voigt, Alfreda, Freeport, Ill. 3 years.
414. Ward, Mabel C., Elgin, Ill. 3 years.
415. Woodburn, Mary L., Maywood, Ill. 3 years.

Class of 1908.

416. Adams, Alice V., Batavia, Ill. 2 years.
417. Adams, Helen, Forest Park, Ill. 2 years.
418. Arntzen, Inga I., Batavia, Ill. 2 years.
419. Arreza, Lino, Cantilan Surigao, P. I. 2 years.
420. Bechstein, Rosalie D. (Mrs. H. H. Moriarity), Mokena, Ill. 2 years.
421. Benson, Stella, Chicago Heights, Ill. 2 years.
422. Bockius, Dorothy O. (Mrs. C. A. Anderson), Portland Oregon. ⅓ year.
423. Borwell, M. Irene, Forest Park, Ill. 2 years.
424. Brakel, Anna E., Seattle, Wash. 2 years.
425. Britton, Gladys I., Elgin, Ill. 2 years.

426. Brown, Roberta, Polo, Ill. 2 years.
427. Burgess, Alice M., Chicago Heights, Ill. 2 years.
428. Byers, Belle A., Kingston, Ill. 2 years.
429. Campbell, Ruth F., Elgin, Ill. 2 years.
430. Carney, Mary Vance, Avon, Ill. 2 years.
431. Chelseth, Amelia C., Elgin, Ill. 2 years.
432. Cody, Irene M., Chicago Heights, Ill. 2 years.
433. Courts, Bertha M., Oak Park, Ill. 2 years.
434. Cushing, Irene M., Chicago Heights, Ill. 2 years.
435. Dearlove, Carol M., Des Plaines, Ill. 2 years.
436. Dixon, Floy L., Russell, Ill. 1 year.
437. Earle, Ruth S., Rochelle, Ill. 2 years.
438. Elder, Elsie K., Ingleside, Ill. 2 years.
439. Finkenbinder, Erwin, student University of Illinois.
440. Fitch, Mary, critic Glidden School, DeKalb. 2 years.
441. Foster, Nellie Mae, Seattle, Wash. 2 years.
442. French, Catherine Rachel, Elmhurst, Ill. 2 years.
443. Friesenecker, Emma K., Galena, Ill. 2 years.
444. Fulton, Laura M., Steger, Ill. 1¾ years.
445. Gilbert, Clara S., Rock Falls, Ill. 2 years.
446. Hall, Homer, Belvider, Ill. 1½ years.
447. Hamilton, Edith S., Steger, Ill. 2 years.
448. Hanrahan, Mae H., DeKalb, Ill. 2 years.
449. Hartwell, Laura S., Paw Paw, Ill. 2 years.
450. Hartwell, Louis S., Milford, Iowa. 2 years.
451. Hazeman, Amanda, Naperville, Ill. 2 years.
452. Hebert, Edith H., Evanston, Ill. 2 years.
453. Heitter, Martin Luther, Lena, Ill. ½ year.
454. Hendricks, Hazel D., Sterling, Ill. 2 years.
455. Henry, Florence L., Elgin, Ill. 2 years.
456. Herrick, Helen F., DeKalb, Ill. 2 years.
457. Holley, Charles E., Prin. Pub. Schools, Newark, Ill. 2 years.
458. Holt, Marx., Prin. Training School N.I.S.N.S., DeKalb, Ill. 2 years.
459. Jacobs, Nellie M., Rock Falls, Ill. 2 years.
460. Jaquish, Bessie, Streator, Ill. 2 years.
461. Jensen, Emma, Elgin, Ill. 2 years.
462. Johnston, Alma M., St. Charles, Ill. 2 years.
463. Kays, Albert R., Kewanee, Ill. 1 year.
464. Kendel, Esta, Billings, Mont. 2 years.
465. Kissick, Eena, Tiskilwa, Ill. 2 years.
466. Kitterman, Marion, Forest Park, Ill. 2 years.
467. Koch, Clara L., DeKalb, Ill. 2 years.
468. Langwill, Martha C., Rockford, Ill. 2 years.
469. Leonard, Margaret B., Chicago Heights, Ill. 2 years.
470. Lester, Mary M., Waukegan, Ill. 2 years.
471. Long, Ione B., Elgin, Ill. 2 years.
472. Love, Ethel L., Leaf River, Ill. 2 years.
473. Lundberg, Elva, DeKalb, Ill. 2 years.
474. McAllister, Bessie L., Seattle, Wash. 2 years.
475. McIntyre, Belle M., McNabb, Ill. 2 years.
476. Madden, Irwin A., Prin. John Swaney School, McNabb, Ill. 2 years.
477. Madden, J. Warren, Clearmont, Wyoming. 1 year.
478. Manley, Pearl, La Grange, Ill. 2 years.
479. Maxson, Evelyn, Polo, Ill. 2 years.

480. Miner, Nina V., Rockford, Ill. 2 years.
481. Mork, Anna L., Belvidere, Ill. 1½ years.
482. Morris, Jennie M., Rochelle, Ill. 2 years.
483. Nash, Clara A., Thatcher, Arizona. 2 years.
484. Nye, Kate E., Barrington, Ill. 2 years.
485. O'Donnell, Mabel C., Aurora, Ill. 2 years.
486. Ohlmacher, Gertrude A., McNabb, Ill. 2 years.
487. O'Kane, Wm. H., Spokane, Wash. 2 years.
488. O'Neil, Nora Irene, Maywood, Ill. 2 years.
489. Orner, Elizabeth A., Rock Falls, Ill. 2 years.
490. Parker, Edith A., Oak Park, Ill. 1 year.
491. Petteys, Hazel, Lake Forest, Ill. 2 years.
492. Powers, Elizabeth B., Twin Falls, Idaho. 2 years.
493. Puffer, Ray H., Prin. Pub. Schools, Malta, Ill. 2 years.
494. Raup, Ethel, Oak Park, Ill. 2 years.
495. Roan, Rose N., Hebron, Ill.
496. Roberts, Nellie G., Franklin Grove, Ill. 1 year.
497. Roe, Elizabeth R., Benson, Ill. 2 years.
498. Rorig, Gertrude E., Elgin, Ill. 2 years.
499. Rowley, Frances Josephine, Oak Park, Ill. 2 years.
500. Rowley, Nell M., Chicago Heights, Ill. 2 years.
501. Safford, Ruth B., Asst. in English, Agricultural College, Ames, Iowa. 2 years.
502. Stokes, Blanche M., La Grange, Ill. 2 years.
503. Stoller, Marie, Paw Paw, Ill. 2 years.
504. Stott, Mina E., La Grange, Ill. 2 years.
505. Swift, Ethel V., DeKalb, Ill. 2 years.
506. Tennant, Elizabeth A., Elgin, Ill. 2 years.
507. Tenney, Bessie P., Downers Grove, Ill. 2 years.
508. Toline, Hilma C., Moline, Ill. 2 years.
509. Toms, Estelle M., Oak Park, Ill. 2 years.
510. Van Galder, Marion M., Byron, Ill. 2 years.
511. Vroom, Elma, Oak Park, Ill. 2 years.
512. Ward, Beatrice G., West Chicago, Ill. 2 years.
513. Wilder, Louise M., DeKalb, Ill. 2 years.
514. Wray, Margaret S., West Point, Neb. 2 years.
515. Young, Margaret A., Palatine, Ill. 2 years.

Class of 1909.

516. Atkins, Grace B., Elgin. 1 year.
517. Badgley, Ila G., Elgin. 1 year.
518. Ballou, Fannie L. Riverside. 1 year.
519. Barnes, Florence A., Tucson, Arizona. 1 year.
520. Bautista, Santiago, Prin. Munoz Agri. School, P. I. 1 year.
521. Bollinger, Florence, Batavia. 1 year.
522. Boomer, Marion J., Paw Paw. 1 year.
523. Borman, Mabel M., Rock Falls. 1 year.
524. Bowers, Mildred G., Shabbona. 1 year.
525. Brezer, Mollie C., Rockford.
526. Brothers, Clark A., student Lake Forest College.
527. Burgess, Agnes G., Chicago Heights. 1 year.
528. Campbell, Mildred A. (Mrs. D. P. Edgar), Chicago.
529. Carney, Mabel, student Teachers' College, N. Y.

530. Cecil, Jessie I., Student University of Ilinois.
531. Cody, Hortense M., Aurora. 1 year.
532. Collin, Signe O., DeKalb. 1 year.
533. Cook, Ray N., Park Ridge. 1 year.
534. Coultas, Avis, Park Ridge. 1 year.
535. Coveny, Anna G., Stockton. 1 year.
536. Crandall, Mercy E., Kirkland. 1 year.
537. Dalziel, Agnes M., Waukegan. 1 year.
538. Dietmeyer, Ethel M., Waukegan. 1 year.
539. Dudley, Pearl, Lombard. ¾ year.
540. Eck, Josephine A., student University of Illinois.
541. Emmert, Emma J., Academy, S. D. 1 year.
542. Ericson, Josie C., Lombard. 1 year.
543. Erwin, Elizabeth, Chicago Heights. 1 year.
544. Fifield, Verna E., W. Hammond. 1 year.
545. Fisher, Clara L., Evanston. 1 year.
546. Fraser, Blanch E., Elizabeth. 1 year.
547. Garrett, Jessie, Joy. 1 year.
548. Givens, Ellsworth W., student Lake Forest. ½ year.
549. Godehn, Ruth, Oak Park. 1 year.
550. Hiland, Mariettta R., DeKalb. 1 year.
551. Hobbs, Maud, Batavia. 1 year.
552. Hoffman, Edith M., Park Ridge. 1 year.
553. Hope, Irene M., DeKalb. 1 year.
554. Ivy, Edna M., Elmhurst. 1 year.
555. Jones, Lillian S., Chicago Heights. 1 year.
556. Kepner, Edna M., Lena.
557. King, Annie Elizabeth, DeKalb. 1 year.
558. King, Helen A., Streator. 1 year.
559. Larson, Eva, Streator. 1 year.
560. Lenzen, Mary, Streator. 1 year.
561. Lewis, Pauline C., Oak Park. 1 year.
562. Love, Floyd R., Chicago Heights. 1 year.
563. McClatchey, Jessie, Rockford. 1 year.
564. McCormick, Julia, Barrington. 1 year.
565. McMurry, Donald L., student Beloit College.
566. Melville, Zoe (Mrs. Arthur Balcom), Wasco. 1 year.
567. Miller, Lulu A., Rock Falls. 1 year.
568. Moorhead, Marie A., Lisle. 1 year.
569. Morgenthaler, Edna, Onarga. 1 year.
570. Morris, Dessa Belle, Sterling. 1 year.
571. Morris, Kittie B., Lyndon. 1 year.
572. O'Connor, Mary A., Freeport. 1 year.
573. Plant, Ethel M., Dolton. 1 year.
574. Raplee, Mildred, Malta. 1 year.
575. Rogers, Bessie L., Batavia. 1 year.
576. Root, Florence E., Waterman. 1 year.
577. Rowley, Pearl D., Sycamore.
578. Seavey, Ruth E. Streator. 1 year.
579. Sheriff, Ethel R., Oak Park. 1 year.
580. Small, Fayette R., Prin. S. Wilmington 1 year.
581. Smith, Florence M., Streator. 1 year.
582. Stevens Eva E., Savanna. 1 year.
583. Taylor, Nina C., Downers Grove. 1 year.

584. Thackaberry, Mamie, Streator. 1 year.
585. Thelander, Anna E., Streator. 1 year.
586. Thomas, Esther E., Franklin Grove. 1 year.
587. Thompson, Launa, DeKalb. 1 year.
588. Willment, Rosamond, Oak Park. 1 year.
589. Wilson, Beatrice H., Oswego. 1 year.
590. Woodburn, Roy M., Faribault, Minn. 1 year.
591. Woodley, Helen Jane, Highland Park, 1 year.

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